

Evaluation of the Implementation of the Reading Literacy Program at SD Negeri 100190 Tarutung Bolak

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Abstract: The purpose of this study is to evaluate the implementation of the reading literacy program at SD Negeri 100190 Tarutung Bolak using a qualitative evaluative approach. Data was collected through participatory observations, in-depth interviews, and documentation involving principals, teachers, students, and parents. The findings of the study show that literacy programs have been carried out regularly through reading activities for 15 minutes before lessons, provision of reading corners in the classroom, and visits to school libraries. Strategies used by teachers, such as the use of reading and storytelling passports, have been successful in increasing student participation. School principals provide policy and infrastructure support, while parents begin to show involvement by providing reading support at home. Despite these successes, other challenges were encountered such as: limited collection of interesting books, lack of librarians, and uneven motivation of students. This program has had a positive impact on students' interest and reading ability, and has begun to build a strong literacy culture in the school environment. These findings are also in line with Vygotsky's theory of functional literacy and socio-cultural approach which emphasizes the importance of using routine and social interaction in the development of children's literacy.

Keywords: Literacy, primary school, literacy culture, student motivation, socio-cultural learning.

Received January 29, 2025; **Accepted** February 25, 2025; **Published** March 31, 2025

Citation: Siregar, R. S. (2025). Evaluation of the Implementation of the Reading Literacy Program at SD Negeri 100190 Tarutung Bolak. *Journal of Indonesian Primary School*, 2(1), 240 – 250.

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INTRODUCTION

Education at the elementary level is essential for the development of a learner's character, skills, and knowledge. Reading as one of the most fundamental skills is essential to master at an early age. This skill allows learners not only to understand the content of the text, but also as a prerequisite for acquiring knowledge of a wide range of subjects. In this regard, primary schools play a very important role in fostering and developing a reading culture in the early stages of formal education. Reading literacy goes beyond its importance because it goes beyond recognizing letters and words, it encompasses the ability to understand, interpret, and use information gained from what is read critically (Arcana et al., 2015). Therefore, increasing reading literacy in elementary schools is one of the indicators that need to be met to measure the effectiveness of teaching and the readiness of students to proceed to a higher level of education. A strong literacy education framework will create learners who not only perform highly on standardized exams, but also excel in information retrieval and problem-solving (Asri & Wardani, n.d.).

In Indonesia, reading literacy is still a challenge in the field of education. The results of the Program for International Student Assessment (PISA) survey and the national SDI study show that Indonesia is in a low position in literacy. There are still many students who cannot understand the text in its entirety. Improvement, especially in the teaching of literacy at the elementary level, is very urgent at the elementary level. The sad literacy results underscore the need for other strategies (Anggi, 2023). The source of the problem of declining literacy of elementary school students is starting to be in the spotlight, in this context efforts to mediate infrastructure facilities are facilitated from special allocation funds and in increasing reading interest to be able to collaborate from various sources. Reflecting on these problems, the Ministry of Education and Culture has initiated and adopted the Multi-Year Literacy Program (PLMTG) (Sulistyo, 2017). The GLS program is inspired by various activities carried out in the fatwa decision/W fatwa Group of the Ministry of Mart. Target and in the context for from within the country but difficult in one content to be reckless, including foreigners using LAPOR. The program aims to encourage their active participation beyond the expected lesson syllabus in the classroom. The reason for the construction of the goal is not from other faculties to give a quota of one, it is based on being completely feminist (Yuliani, 2018).

In fact, some schools can implement reading programs well as demonstrated by the high participation of students in reading activities and the increase in students' understanding of the readings read. On the other hand, not a few schools still face obstacles in their implementation (R. S. Siregar, 2025a). These obstacles can be in the form of infrastructure, lack of support from teachers and parents, and lack of innovation in literacy teaching. The following are considered to be one of the factors that cause a low level of reading interest among students (Lubis, 2020). SD Negeri 100190 Tarutung Bolak is one of the elementary schools that has adopted a reading literacy program to improve the quality of education in the area. The location of this school is in an area with high socio-cultural diversity, so the need for a more contextual and adaptive literacy strategy is urgently needed (R. S. Siregar, 2024). However, the literacy program in this school has never been systematically evaluated to see quantitatively and qualitatively its effects and impact on students' literacy levels.

The low interest in reading of students is one of the main challenges in the implementation of the reading literacy program at SD Negeri 100190 Tarutung Bolak. There is still a great variety in the acquisition of students' understanding after reading lessons. Although reading activities have been scheduled regularly, students' active participation still varies. Most students tend to think of reading activities as an obligation, not a necessity (Putra & Indradjati, 2021). Each literacy program has a systematics of different goals with students' perception of the program which will certainly have an impact. This encourages the need for an in-depth evaluation of the implementation of the reading literacy program in this school. Evaluations are not only to find out the extent to which the program is being run, but also to identify the strategies used, the obstacles that arise, and the impact that results for learners. Therefore, evaluations like this are expected to be useful for the development of programs that are more on target and survive the implementation of one of the literacy programs in schools (Sari & Sayekti, 2022).

In accordance with this background, this research begins with a primary question about how to implement the reading literacy program at SD Negeri 100190 Tarutung Bolak. This question is then formulated in several sub-questions (1) How is the implementation of the reading literacy program at SD Negeri 100190 Tarutung Bolak? (2) What strategies are used by schools in implementing the program? (3) What are the obstacles faced in the implementation process? (4) How does the program impact students' reading ability and interest? Thus, this study is intended to describe and evaluate the implementation of the reading literacy program at SD Negeri 100190 Tarutung Bolak. In particular, this study aims to identify the strategies used by schools in literacy programs, the obstacles faced during implementation, and the impact of the program on students' literacy culture (N. Siregar & Siregar, 2025).

The advantages offered by this study are divided into two main aspects: theoretical and practical benefits. In a more specific context, this research is expected to help in program evaluation and strategy implementation at the elementary school level as a review of literacy development for literacy evaluation efforts (R. S. Siregar, 2025b). This study is ready to enrich the literature on the implementation of reading literacy programs in the context of public schools in rural areas. Practically, this study serves other elementary schools, especially SD Negeri 100190 Tarutung Bolak, in assessing the achievement of the ongoing literacy program. The results of this study can serve as reflective material for the development of more contextual and effective literacy strategies. In addition, the results of these evaluations provide valuable insights for teachers, school managers, and policymakers focused on literacy initiatives, enabling them to craft more targeted policies.

In addition to acting as an internal input for schools, the results of this study are also relevant to be used as a consideration by the local education office in assessing the extent to which the national literacy program has been successfully implemented at the elementary school level. In this way, evidence-based education policies and local needs can be developed more optimally (Arcana et al., 2015). It is hoped that this study will also encourage the mobilization of public awareness, especially parents, about the need for greater participation in supporting literacy culture at home. Reading is not only a school responsibility, but it should also be an integral part of a student's life outside of the formal educational environment (Albani, 2021).

By gaining a better understanding of how the reading literacy program is implemented at SD Negeri 100190 Tarutung Bolak, it is hoped that more strategic suggestions will emerge, not only corrective, but also constructive to improve basic education with special attention to the development of a strong and pervasive early literacy culture. With this evaluation, stakeholders will be able to assess the strengths and weaknesses of program implementation and design appropriate evidence-based corrective and reinforcement strategies. Therefore, this research is needed in formulating sustainable steps that must be taken to develop a reading culture within elementary schools.

METHODS

This research focuses on conducting an evaluation using a qualitative approach. This aims to obtain comprehensive and detailed information about the implementation of the reading literacy program at SD Negeri 100190 Tarutung Bolak by researching the process, context, strategy, and impact of the program. With qualitative methods, researchers can access data in the field directly, without going through a processing process first, so that they can understand local wisdom as a whole. In this case, the qualitative is evaluative and aims to assess how and how effective the reading literacy program is implemented by the school. The evaluation is carried out by not only assessing the outputs and outcomes, but also by looking at how the strategic processes implemented affect the active participation of students and teachers during the program. Emphasis on this process is important because it can reveal the supporting and inhibiting factors of the program's success in detail (Suharto, 2007).

The research arrangement is at SD Negeri 100190 Tarutung Bolak, an elementary school that has implemented a reading literacy program as part of the School Literacy Movement (GLS). The selection of this location was carried out purposively considering that this school has a fairly active background in the implementation of literacy programs, but it is still not widely evaluated academically. In addition, the school is also known to have the characteristics of a diverse student population that is considered relevant to the research objectives. The research subjects include various people directly involved in the implementation of the reading literacy program such as school principals, classroom teachers, students, and some parents (Lubis & Wangid, 2019). The researcher used

objective selection criteria to select key informants, who were people who played an active role in the program. Key informants are school principals who are responsible as literacy policy makers, teachers who are implementers, and students and parents who are direct beneficiaries of the program.

The data collection techniques applied in this study include observation, in-depth interviews, and documentation. Observations were made to see reading literacy activities in schools, both scheduled such as 'reading for 15 minutes before lessons' and additional activities such as visits to the library or reading corners in the classroom. Observations are carried out in a participatory manner so that researchers can appreciate activities in real-life contexts. In-depth interviews were conducted with the principal, a classroom teacher, some students, and several parents. The interviews were designed to be semi-structured so that they remained on the study objective, but still allowed participants to express their views and experiences freely. The interview aims to assess what people perceive, expect, evaluate from different points of view, and what challenges are faced regarding reading literacy programs.

Through documentation, the information gathered from observations and interviews is cross-checked and verified. Some of the documents analyzed are school literacy programs, literacy activity schedules, student attendance lists in reading activities, photos of activities, and student literacy development notebooks. This documentation is useful in understanding school policy documents and evaluating inconsistencies between plans and actions occurring on the ground. The interactivity and dynamic nature of data analysis is carried out based on Miles and Huberman's qualitative analysis, which includes the core components of data reduction, data presentation, and conclusion drawn. Data is reduced by sorting out relevant data from interviews, observations, and documents. Furthermore, the data is presented in the form of descriptive and thematic narratives to facilitate the extraction of meanings and patterns. This process is cyclical until a complete understanding is achieved (Mas et al., 2019).

Untuk mempertahankan validitas data, penelitian ini menggunakan teknik triangulasi, baik triangulasi sumber maupun metode. Triangulasi sumber dilakukan dengan membandingkan data dari informan yang berbeda seperti guru dan siswa, sementara triangulasi teknik dilakukan dengan membandingkan hasil observasi, wawancara, dan dokumentasi. Selain itu, verifikasi data juga dilakukan dengan memberitahukan hasil wawancara kembali kepada informan (member check) agar interpretasi data menjadi valid. Selama proses penelitian, peneliti juga mencatat prinsip-prinsip etika dalam melakukan penelitian (Saputra & Hardini, 2022). Semua informan diberikan penjelasan tentang tujuan penelitian dan dimintakan persetujuan untuk berpartisipasi dalam konsensus informado yang sukarela. Identitas informan dijaga kerahasiaannya dan data yang dikumpulkan hanya untuk digunakan untuk tujuan akademis. Dengan langkah sistematis dan etis ini, diharapkan penelitian ini dapat memberikan deskripsi yang akurat dan berguna untuk pengembangan program literasi di tingkat sekolah dasar, terutama di SD Negeri 100190 Tarutung Bolak (Kiram et al., 2025).

During observation, the researcher systematically recorded literacy activities that occurred inside and outside the classroom. The activities observed included student involvement in reading, the role of teachers in the classroom related to literacy activities, and facilities such as reading corners, reading materials, and visual aids. The program was observed over several weeks to get a comprehensive picture of the program's automation and naturally occurring dynamics. On the other hand, in the interview, the researcher has prepared open-ended questions designed for each informant in order to reveal a deeper perspective. For school principals, the questions are focused on the policies and support provided by the institution for literacy programs in schools (Triaryanti & Hidayah, 2018). Interviews with teachers focus on their teaching strategies and their experiences in accompanying students who read. Students are invited to discuss their opinions about the reading activity, their favorite book, and whether the activity helps them understand the

lesson. Exploring information with parents is no less important to find out how far literacy programs have an impact on children's reading habits at home.

In the documentation, in addition to collecting written documents, the researcher also conducts visual documentation with photos and videos of reading activities. The researcher also checked the teacher's notebook, student portfolio, and literacy program reports prepared by the school. This data is helpful to assess how consistent the program plan is and the realization on the ground and to see if the indicators of success have been defined and achieved. The data analysis technique is carried out by identifying the main themes from the results of interviews and observations, then grouping them according to the formulation of the problem that has been determined. For example, data on program implementation strategies is analyzed separately from data on implementation constraints. It is intended to provide a clear and systematic mapping of the program components being evaluated. In this stage, the researcher also applies coding techniques to mark the discovery of important answers in interview transcripts (Imanina, 2020).

Data validation is carried out by strengthening cross-checks between informants. If on the one hand there is a difference in information between teachers and students, the researcher will delve again through clarification questions or triangulation with written documents. This process has an impact on the objectivity of interpretation of reality in the field that is not solely without the researchers' assumptions. In this case, the position of the researcher as the main instrument of the aggregate to be carefully described in demands high vigilance and reflection during the analysis (Yuliani, 2018). The entire series of activities in this research method are placed to answer the problem formulation completely and comprehensively. The researcher seeks to provide a complete picture of the implementation of the reading literacy program at SD Negeri 100190 Tarutung Bolak through the combination of observations, interviews, and documentation. The method is expected to identify and explore best practices, challenges, and opportunities related to the development of literacy programs in a contextual, grounded, and realistic manner.

RESULTS

During observation, the researcher systematically recorded literacy activities that occurred inside and outside the classroom. The activities observed included student involvement in reading, the role of teachers in the classroom related to literacy activities, and facilities such as reading corners, reading materials, and visual aids. The program was observed over several weeks to get a comprehensive picture of the program's automation and naturally occurring dynamics. On the other hand, in the interview, the researcher has prepared open-ended questions designed for each informant in order to reveal a deeper perspective. For school principals, the questions are focused on the policies and support provided by the institution for literacy programs in schools. Interviews with teachers focus on their teaching strategies and their experiences in accompanying students who read. Students are invited to discuss their opinions about the reading activity, their favorite book, and whether the activity helps them understand the lesson. Exploring information with parents is no less important to find out how far literacy programs have an impact on children's reading habits at home.

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Based on observations and documents, it can be noted that the reading literacy program at SD Negeri 100190 Tarutung Bolak has been carried out in an orderly and orderly manner. One of the basic activities that is part of this program is to read for 15 minutes before the lesson starts. Every day, before teaching and learning activities begin, teachers ask students to read non-textbook texts in their respective classes. This activity can be carried out independently by students with guidance from the class teacher. The school also provides a reading corner in each class. This reading corner is filled with a wide variety of non-children's literature, including children's stories, fables, picture books, and light motivational books. The reading corner has become one of the most effective means to bring students closer to reading because of its accessibility and informal atmosphere. Some teachers have also taken the initiative to encourage students to read outside of the classroom to add color to the activities.

Visits to school libraries are also part of the literacy program, although they have not been fully implemented. In interviews with teachers, it was found that visits to the library were carried out in turns by each class, but the frequency was still limited due to the time and number of librarians available. However, there is considerable enthusiasm from students for this activity, especially as they feel more free to decide which books they want to read. Based on the results of the interviews, some teachers have used innovations to foster students' interest in reading, such as creating "reading passports" that students use to record the titles of books they have read and write summaries of those books. This strategy not only helps to practice reading skills, but it also helps train students to write at a very basic level. The principal also showed a strong commitment in supporting the implementation of this program. One of the support from the principal is to develop an internal policy to encourage a reading culture by requiring each teacher to report weekly literacy activities and giving awards to the most active reading class. The principal also tries to cooperate with parents and school committees in the provision of additional reading materials.

Parental participation is still limited, but at this early stage, they are showing some positive trends. Some parents have joined this effort by donating good quality used books and helping their children read at home. This role is very important because school-driven reading habits need to be supported by the family environment in order to become a sustainable culture. While the implementation of the reading literacy program is relatively smooth, there are several difficulties that are of concern. First, there are inadequate facilities for reading materials, especially for the age and interests of students. Many of the books available are outdated and unattractive, so they are less popular with students. This stagnation results in a lack of variety which can reduce the already low level of reading enthusiasm.

Second, motivation to read among some students is still low. Based on observations and interviews with teachers, some students tend to read only to qualify, rather than

consciously choice. This shows that the face value of reading has not been successfully achieved among students. In addition, teachers face difficulties in guiding the most reluctant students, especially when there is no support from home. Third, the limited number of library management staff also hinders students who have poor reading skills from accessing literacy programs optimally. School libraries do not have full-time librarians, which can allow schools to maximize the management of learning resources as well as circulation services, which are still at sub-optimal levels. The current situation affects how often students visit the library and their access to quality reading materials.

Despite a number of challenges, the implementation of the reading literacy program has had a positive impact on students. From interviews and observations, it is clear to see that most students show improvement in their reading skills. They become more enthusiastic when given the opportunity to choose and read books of their choice. Some students even started bringing books from home to read at school. The active participation of students in literacy programs has also increased. For example, during a group reading session or when the teacher asks students to retell the contents of a book they have read, there is a clear increase in participation and confidence from students. This shows that students' reading comprehension and speaking skills are developing.

In addition, students' reading skills also show gradual improvement. Teachers noted that students showed increased diligence when reading the text and showed an understanding of the material being read. In some cases, students who were previously reluctant to read now show considerable interest in fictional books and picture stories. This shows that literacy is more than just reading, but it's also about building a good learning attitude.

The above findings are closely related to the theory of literacy in primary education, more specifically the theory of functional literacy which states that 'literacy is more than just a technical skill of reading, but is a means of constructing meaning and social interaction'. In this case, the implementation of the literacy program at SD Negeri 100190 Tarutung Bolak seems to have complied with the principles of functional literacy, because reading is part of social activities and learning. This program is in line with this specific literacy concept because it is consistent with school culture-based learning, where reading becomes part of the school's values and norms. The commitment of the principal, the creativity of the teachers, and the participation of parents show that literacy develops when there is a good and well-maintained educational ecosystem.

Literacy is not only developed through hands-on instruction but also through normalization, modeling, and mentoring. If related to Vygotsky's theory of sociocultural learning, the success of literacy programs in schools shows that social interaction and environmental support along with scaffolding from teachers are essential for students' reading development. When students read together, discuss the contents of a book, or get guidance from a teacher, they are within the range of proximal development zones that reinforce literacy skills in a very natural and gradual way.

The findings of this study also show that the literacy approach, when applied systematically, has a positive effect in changing students' learning attitudes. Teachers report that students who were previously passive in reading activities have begun to take the initiative to choose books from a reading point of view and read them themselves. This is an indication that literacy is starting to become part of their learning habits and not just a school routine. In a focused group discussion conducted by researchers with several students, it was found that students tended to prefer picture storybooks, fairy tales, and educational comics. They say that the illustrations and simple language make it easy for them to understand the story. These findings are important to use in schools because teachers can consider what materials provided to students are relevant to their interests and ability levels.

Interestingly, the results of the documentation also show an increase in the number of book titles read by students during the literacy program implementation period. From the results of student portfolio records, almost all students have read more than five book

titles in the last two months. Although not completely evenly distributed, this achievement shows that literacy activities have a positive impact on the frequency and variety of students' reading. Giving awards from teachers to students who are active in reading has also been proven to increase motivation. Forms of awards such as "literacy stars", weekly announcement of student active readers, and the awarding of small certificates have succeeded in building a positive sense of competitiveness among students. Students feel proud to be rewarded for their efforts to develop an interest in reading and feel motivated to do it harder.

However, the main challenge remains the lack of a varied and interesting collection of reading materials. The books available at the school are mostly old donations and are very physically obsolete. This causes learners to become less motivated towards multiple collections and prone to choosing the same reading over and over again. Therefore, there is a need to collaborate with educational offices, literary communities, and even other sponsors in expanding the collection of better quality reading materials. Analyzing teacher interviews also confirmed that a fun approach is reasonably more effective in fostering literacy in students compared to instructional or formal approaches.

Teachers who use storytelling, reading together, and light discussions about the content of the book are more able to grab students' attention compared to those who only ask students to summarize the reading material. It emphasizes the need for a more adaptive pedagogical approach to teaching literacy and the practice of communication strategies in the classroom. From the organizational side, the principal is responsible for designing the school's literacy culture. The support of the principal by providing specific time for free reading, scheduling regular literacy action sessions, and supervising teacher participation has allowed the program to run systematically. Principals encourage other teachers' innovation by allowing them to design literacy exercises in their classrooms. Parental involvement, although still lacking, shows great potential for further development.

Parents who actively help their children read at home note that their children's interest in reading has increased greatly and some have even started asking to buy new books. In the future, collaborative approaches for schools and parents can be enhanced through intensive communication, such as holding family-centered literacy activities or workshops for parents on the importance of helping children in reading. With respect to the culture of the school, these literacy programs have begun to foster new norms in which reading is no longer considered an extracurricular activity, but as a fun and valuable part of school life.

This cultural change is reflected in the way teachers, learners, and most school members interact with books. Books are not only found in libraries, but they are also available in classrooms, daily activities, and other informal areas within schools. Overall, the findings of this study show that although the reading literacy program at SD Negeri 100190 Tarutung Bolak is not yet fully operational, the program is moving in the right direction and the implementation process is positive. The strategies implemented by teachers and the support of school principals greatly affect the development of school literacy culture. In addition to improving parents' relationship with the program, such as improving facilities and infrastructure, the increased variety of readings provided will also overcome the emergence of problems. This program can be applied as an innovative literacy development model in primary education.

DISCUSSION

It is very visible that the implementation of the reading literacy program at SD Negeri 100190 Tarutung Bolak has experienced significant developments in the reading culture of students. From the results of observations, interviews, and documentation, it appears that literacy activities have become the last routine to be systematically arranged. The habit of actively reading 15 minutes before the lesson starts has become a positive routine

in fostering students' reading habits. The existence of a reading corner in every classroom and visits to the library, although still limited, also increase student participation in reading activities. The role of teachers is very important to increase students' interest in reading. Implementation strategies such as 'reading passports,' telling stories in class, reading together, and casual conversations about the books being read have been proven to increase students' motivation to participate in literacy activities (Robiah et al., 2023). Teachers who apply a fun approach are more likely to get students' attention compared to using an overly instructional-pedagogical approach. This shows the content of the importance of creativity in teaching basic literacy.

The high commitment of the principal can be seen in the success of this program in the school's internal regulations on reading consumption supported by the active participation of teachers and students. This kind of support with the weekly literacy report provides rewards to the most actively participating classes to increase the motivation of school residents. Likewise, the principal's commitment in informing students, parents and the community about reading materials also contributes to the sustainability of the program. Although parental participation is still considered low, trends show a positive increase. Some parents have started helping their children in reading at home and even started donating books (Rahmadhani & Dahlan, 2023). This shows a lot of potential for developing a family-based collaborative approach that can improve a culture of literacy from home to school. The main obstacles found in the implementation of this program include limited facilities, low motivation of some students to read, and lack of school librarians. Many of the books available are old and less attractive, thus reducing student enthusiasm. The motivation of students, especially those who only read out of obligation, is uneven and shows the need for more personalized and interactive methods.

Nonetheless, the impact of this program on students has been very positive. There is an increase in interest in reading, active participation in reading activities, and comprehension skills. Students are starting to bring books from home, and many are more confident in telling the contents of the books they have read. This shows that literacy is starting to be internalized as part of students' learning habits. These findings are in line with functional literacy theory which emphasizes that literacy is not just a technical skill like reading, but as a means to create meaning and social engagement. The program succeeds in embedding literacy into the culture of the school itself, integrating it into the habits and routines of daily life. It emerges as a product of social interaction and consistent habituation rather than formal instruction (Widiastuti et al., 2022).

Within the framework of Vygotsky's sociocultural learning theory, the implementation of this program highlights the importance of scaffolding and social interaction to the development of students' literacy. The role of the teacher as a guide allows students to explore their learning through interaction and guided readings, group discussions, and one-on-one tutoring within their proximal development zone. It helps to strengthen literacy skills progressively and intrinsically. In addition to cognitive benefits, this program also fosters positive attitudes and characters towards learning. Students show perseverance, curiosity, and pride in their literacy achievements. Reward systems implemented by teachers such as "literacy stars" and weekly announcements have been proven to significantly increase students' emotional and social motivation (Isnaeni et al., 2024). Meanwhile, although it is not fully optimal, the reading literacy program at SD Negeri 100190 Tarutung Bolak has the opportunity to develop in the right direction. The success of this program is largely determined by the synergy between teachers, principals, students, and parents. In this context, policy support for teaching instruction, encouragement, and the addition of facilities and infrastructure play an important role in a more sustainable development process and can be replicated as a model for the development of reading literacy in other elementary schools.

CONCLUSION

From the results of observations, interviews, and documentation, it can be concluded that the reading literacy program at SD Negeri 100190 Tarutung Bolak is carried out in a coherent way and has had a positive impact on students' motivation and reading skills. The habit of reading for 15 minutes before lessons, as well as the use of reading corners and libraries, is one of the practices that contribute to the foundation of literacy culture. Innovative practices by classroom teachers, policies to support principals, and early participation by parents help the program's success. It also has an impact on students' attitudes towards learning as they are now more active, independent, and confident in doing reading activities. On the other hand, the implementation of the program still faces several challenges such as the lack of relevant and interesting reading materials, the lack of adequate library management personnel, and the uneven motivation of students to read. Therefore, there needs to be a focus on providing supporting materials, training teachers on creative literacy strategies, and increasing parental involvement on a deeper level. Despite these challenges, the program has taken the first positive steps towards the development of a reading culture in primary schools, and can be further developed into a sustainable contextual literacy model in other primary education settings.

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