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Effectiveness of 15-Minute Literacy Movement Before Learning in Improving Students' Reading Skills at State Elementary School 1 Lemahabang

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A B S T R A C T

This study aims to analyze the effectiveness of the 15-Minute Literacy Movement Before Learning in improving the reading skills of fourth-grade students at Lemahabang 1 Elementary School. The background of the study is the low reading ability of students, such as weak comprehension of reading content, slow reading speed, and difficulty in conveying information from the text. The research method uses a quantitative approach with an ex post facto design. The research sample consisted of 40 students selected through purposive sampling. Data were collected through questionnaires,observations, interviews, and documentation. Data analysis used normality tests, linearity, simple linear regression, and hypothesis testing with the help of SPSS 22. The results showed that the data were normally distributed, the relationship between linear variables, and a significance value of 0.000 <0.05, t count 33.216 > t table 2.021, and F count 1103.280 > F table 4.10. This proves that the 15-Minute Literacy Movement has a significant influence on students' reading skills. In conclusion, this literacy activity is effectively implemented routinely in elementary schools to form sustainable reading habits.

1. Introduction

Reading is a basic skill that plays a crucial role in developing students' knowledge and critical thinking skills. Through reading, students can broaden their horizons, hone their reasoning skills, and improve their language skills (Syajida et al., 2024). In education, cultivating reading habits from an early age is a strategic step to support academic success and develop positive character. Reading not only provides cognitive benefits but also plays a role in personality development (Almadani & Setiabudi, 2022). In Islamic teachings, the command to read is emphasized in the first revelation received by the Prophet Muhammad, namely

Surah Al-'Alaq verses 1–5, which commands humanity to read in order to acquire knowledge (Akrom, 2022). This command demonstrates that reading is the gateway to acquiring knowledge and wisdom.

Literacy, as the ability to understand, use, evaluate, and reflect on various types of texts, is a crucial skill in the 21st century (Harahap et al., 2025). Literacy is not limited to reading and writing, but also encompasses numeracy, digital literacy, and critical thinking skills. (Sugiarto & Farid, 2023) emphasized that good literacy will help students adapt to increasingly rapid developments. However, international data shows that Indonesian students' reading literacy skills remain low. Based on the results of the PIRLS (2011), Indonesia ranks low in the reading literacy rankings. The PISA (2018) report also shows that the average reading score for Indonesian students is 371, far below the OECD average of 487 (Hasanah, 2024). This condition indicates a serious problem in mastering reading skills.

The results of the 2016 Indonesian Student Competency Assessment (AKSI) conducted by the Education and Culture Center (Puspendik) showed that 46.83% of elementary school students were in the poor reading ability category, 47.11% were adequate, and only 6.06% were good (Hendayana et al., 2024). This low reading ability requires innovative learning strategies that can improve students' reading skills from elementary school. One innovation promoted by the Ministry of Education and Culture is the School Literacy Movement (GLS), one of the implementations of which is a 15-minute reading activity before the start of class (Mansyur et al., 2024). This program aims to get students used to reading, practice reading comprehension, and foster interest in reading through consistent habits.

Previous research has proven the effectiveness of this program. (Prayoga et al., 2023) stated that a 15-minute reading habit before class increases students' interest in reading. (Aryani & Purnomo, 2023) also found that GLS significantly improved students' reading skills. These findings suggest that a simple reading habit strategy can have a positive impact if implemented sustainably. At SD Negeri 1 Lemahabang, the 15-Minute Literacy Movement Before Learning program is implemented once a week. Students are allowed to choose reading materials according to their interests, and the class teacher accompanies and provides guidance. This activity aims to establish reading habits, improve text comprehension, and develop skills in retelling the content of the reading (Saputri & Sukartiningsih, 2024).

Based on initial observations, literacy activities at this school have not been running optimally. They are only held once a week, the library is underutilized, and the variety of reading materials is limited. Interviews with class teachers indicate that most students still read disjointedly, often spelling out words, and have difficulty understanding the content of the reading. Teachers also reported that some students are not yet able to distinguish between capital and lowercase letters, and are not yet accustomed to retelling texts in their own words. These problems indicate the need to evaluate the effectiveness of the 15-Minute Literacy Movement implementation at SD Negeri 1 Lemahabang. This study aims to analyze the impact of these

activities on improving the reading skills of fourth-grade students, so that the results can serve as a reference for schools and educators in optimizing literacy programs at the elementary school level.

2. Methodology

This study used a quantitative approach with an ex post facto design, as it aimed to examine the relationship and influence of independent variables on the dependent variable without providing direct treatment to the subjects (Evitasari et al., 2021). The study was conducted at SD Negeri 1 Lemahabang, Cirebon Regency, in the even semester of the 2024/2025 academic year. The subjects were all 40 fourth-grade students, using a purposive sampling technique based on the criterion that students had participated in the 15-Minute Literacy Movement Before Study for at least one semester.

The independent variable in this study was the implementation of the 15-Minute Literacy Movement Before Learning, while the dependent variable was students' reading skills. The literacy movement in question is a reading activity carried out by students for 15 minutes before learning begins, with indicators such as frequency of implementation, teacher involvement, variety of reading materials, and availability of facilities (Efendi et al., 2021). Reading skills were measured through reading fluency, reading comprehension, and the ability to retell the text in one's own words.

The 15-minute literacy activity is carried out before learning begins, with a duration of 15 minutes. At SD Negeri 1 Lemahabang, this activity is conducted once a week and all students are required to participate. The literacy program focuses on reading literacy, including silent reading, simple comprehension checks, and retelling activities. Students are allowed to choose their own reading materials, such as storybooks, children’s magazines, folklore, and simple non-fiction texts appropriate for elementary school level. These materials come from the classroom reading corner, library collections, teacher-prepared reading materials, or books brought from home.

Teachers play a central role in facilitating the activity. They supervise students during reading, ensure that students remain engaged, provide help for those who struggle with reading fluency, explain unfamiliar vocabulary, and guide students in retelling the content after the activity. This ensures that the reading process runs effectively and that students develop both fluency and comprehension skills. The implementation procedure consists of several stages. First, in the preparation stage, students choose reading materials and prepare their literacy journals. Second, during the reading stage, students read silently for 15 minutes while teachers observe reading fluency, engagement, and students’ responses to the text. Third, in the post-reading stage, selected students verbally retell what they have read, and teachers give feedback. Finally, students document the reading activity by writing the book title, number of pages read, and a short summary in their literacy journals.

Supporting facilities used in this activity include classroom reading corners, the school library, literacy journals, and books prepared by teachers. These facilities help create a conducive reading environment.

Data collection was conducted through questionnaires, observations, interviews, and documentation. Questionnaires were used to measure students' perceptions of program implementation and reading skills. Observations were conducted to record the implementation of literacy activities in classrooms and school hallways. Interviews were conducted with class teachers to gather information regarding the implementation process and any challenges encountered. Documentation in the form of activity photos, attendance lists, and student reading notes was used to strengthen the data.

Prior to use, all research instruments were tested for validity using the product-moment correlation technique and their reliability was tested using Cronbach's Alpha (Qohar & Fauziyah, 2024). The test results showed that all instrument items were valid and reliable. The collected data were analyzed using SPSS version 22 with the stages of the Kolmogorov-Smirnov normality test, linearity test, simple linear regression analysis, and hypothesis testing using t- and F-tests to determine the significance of the literacy program's influence on students' reading skills (Saripah & Gumilar, 2025).

3. Results and Discussion

Based on the results of data analysis, the prerequisite test shows that the research data is normally distributed and has a linear relationship between the independent and dependent variables. The Kolmogorov-Smirnov normality test produces a significance value of 0.200 > 0.05, so the data is declared normal. The linearity test also shows a significant relationship with a significance value of 0.000 < 0.05, which means there is a linear relationship between the implementation of the 15 Minutes Before Learning Literacy Movement and students' reading skills. The outcomes of the subsequent simple linear regression analysis are presented in Table 1. Summary of Simple Linear Regression Analysis

Table 1. Summary of Simple Linear Regression Analysis

Statistcal Test	Result	Criteria	Interpretation
Significance (p-value)	0.000	< 0.05	Significant influence
t-count	33.216	> 2.021	Regression coefficient significant
F-count	1103.280	> 4.10	Regression model significant
R^2	0.967	-	96.7% variance explained

The results of simple linear regression analysis show that the 15 Minutes Before Learning Literacy Movement has a significant influence on the reading skills of

fourth grade students of SD Negeri 1 Lemahabang. The significance value is 0.000 <0.05, t count is 33.216 > t table 2.021, and F count is 1103.280 > F table 4.10. The coefficient of determination (R^2) value of 0.967 indicates that 96.7% of the variation in students' reading skills is influenced by the implementation of this literacy movement, while the remaining 3.3% is influenced by other factors outside the study.

Observational findings indicate that students who regularly participate in literacy activities have improved reading fluency, vocabulary mastery, and the ability to understand text content. Students also become more confident when asked to read texts in front of the class. Interviews with class teachers revealed that students appeared more focused and enthusiastic when learning began after literacy activities, although there were still some students who needed more guidance in understanding the meaning of the reading. Teachers also stated that a wider variety of reading materials and increased frequency of implementation were expected to strengthen the positive impact of this activity. Overall, the results of the study prove that the 15-Minute Literacy Movement Before Learning implemented at SD Negeri 1 Lemahabang is effective in improving students' reading skills, both in terms of fluency, comprehension, and the ability to retell the content of the reading in their own words.

The results of the study indicate that the 15-Minute Literacy Movement Before Learning significantly impacted the reading skills of fourth-grade students at SD Negeri 1 Lemahabang. This is evident from the results of a simple linear regression analysis that showed a significance value of 0.000 < 0.05, as well as significantly higher t- and F-values compared to t-table and F-table. These findings demonstrate that the regular implementation of literacy activities can significantly contribute to improving students' reading skills. The effectiveness of this literacy movement can be explained through the theory of habit formation, where repeated activities form lasting habits. Reading for 15 minutes before class gives students the opportunity to consistently practice fluency, expand vocabulary, and improve text comprehension. This activity also aligns with (Mery, 2025) opinion, which states that developing a reading habit before class can improve students' focus and readiness to learn.

These findings also support research by (Tiara & Sukardi 2020), which showed that a 15-minute reading session at the beginning of class can increase reading interest and reading comprehension. Similarly, (Harahap et al., 2025) found that the habituation phase of the School Literacy Movement had a positive impact on elementary school students' literacy skills. Teacher involvement as reading role models and mentors during the program is a crucial factor influencing the program's success (Nurhasanah & Mustika, 2024).

Observations and interviews conducted in this study corroborated the quantitative data. Class teachers stated that students who regularly participated in literacy activities showed significant improvements in reading fluency and confidence in speaking in front of the class. Students also became more focused when learning

began. However, challenges persisted, particularly the limited variety of reading materials and the once-weekly frequency. This finding aligns with the opinion of (Rodin et al., 2024), who emphasized that the availability of diverse reading resources tailored to students' interests significantly impacts the effectiveness of literacy programs.

Supporting factors for the success of this literacy movement include active teacher support, students being given the freedom to choose reading materials based on their interests, and a conducive atmosphere during the activity (Monika et al., 2024). Meanwhile, inhibiting factors include limited time, a lack of new reading materials, and suboptimal utilization of the school library. If these obstacles can be overcome, the program's positive impact is expected to be even greater. Therefore, the results of this study confirm that the 15-Minute Before Learning Literacy Movement is an effective strategy for improving elementary school students' reading skills. However, its success requires adequate resource support, active teacher involvement, and consistent long-term implementation (Rohyana et al., 2025).

4. Conclusion

A sample of 40 students is sufficient for this study because it represents the entire population of fourth-grade students at SD Negeri 1 Lemahabang, ensuring that the data truly reflect the actual classroom conditions without sampling bias. In quantitative educational research, this sample size is also considered adequate for applying parametric analyses, as it generally meets the requirement for data to approximate normal distribution. The study's results show that the 15-Minute Literacy Movement Before learning effectively improves students' reading abilities, including their reading fluency, comprehension, and ability to retell texts. Students also demonstrated increased focus and motivation during learning activities after participating in the literacy program. Since all students experienced similar improvements, the findings become more credible and strengthen the conclusion that the literacy movement contributes positively to the development of reading skills.

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