



# Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN  
2581-1657

E-ISSN  
2581-2203

## Evaluation of the School Literacy Movement Program at Sridadi Public Elementary School 1 in Central Lampung Regency

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### ARTICLE INFO

#### Article history:

Received: 20 Feb 2026

Revised: 14 March 2026

Accepted: 25 March 2026

Published online: 05 April 2026

#### Keywords:

Evaluation,  
School Literacy Movement,  
Elementary School

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#### Article Doi:

<https://doi.org/10.31258/jes.10.4.p.244-265>

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### ABSTRACT

This study was conducted to provide empirical evidence regarding the effectiveness of the School Literacy Movement (SLM) program in increasing elementary students' reading interest. The study aimed to evaluate the implementation of the SLM program at SD Negeri 1 Sridadi to develop students' reading habits and increase their reading interest. This evaluative research employed the CIPP (Context, Input, Process, Product) evaluation model using a mixed-methods approach. Data were collected through document analysis, in-depth interviews with the principal, teachers, and library managers, and questionnaires measuring students' reading interest. The results indicate positive achievements across all evaluation components. The Context component was categorized as "Very Good," indicating alignment between program planning and school needs. The Input component was adequate in terms of infrastructure, human resources, funding, and library management, although the availability of non-curricular reading materials remained limited. The Process component was rated "Good," particularly for implementing a 15-minute reading habit before lessons, though stronger monitoring and evaluation are needed. The Product component showed a "Very Good" level of reading interest and improved reading habits. Overall, the SLM program has been implemented effectively, although improvements in input aspects are still needed.

## 1. Introduction

Reading literacy has become a fundamental component of education systems worldwide, as it supports students' cognitive development, academic achievement, and lifelong learning skills. In Indonesia, the emphasis on reading activities aligns with the implementation of the Merdeka Curriculum, introduced in 2022, which prioritizes literacy as one of the primary learning objectives at the elementary

school level (Cholifah, 2024). Within this curriculum framework, reading literacy is integrated across subjects to promote contextual, meaningful learning experiences that align with students' developmental needs (Fauji, 2023). Regular reading contributes to memory development, vocabulary expansion, and the enhancement of analytical skills (Napa-Rodríguez, 2025). Therefore, fostering early interest in reading is crucial as a foundation for acquiring basic literacy and numeracy skills, which underpin 21st-century life and career competencies (Nofitasari et al., 2023). Despite these policy efforts, international assessments indicate that Indonesian students' reading literacy remains relatively low. The results of the Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA) 2022 revealed that Indonesia achieved a reading literacy score of 359 points, a decline from the 2018 assessment and remaining significantly below the OECD average (Basri et al., 2024). These findings highlight persistent challenges in students' reading competence and underline the urgency of strengthening literacy programs, particularly at the primary education level, where foundational reading habits are formed.

To address these challenges, the Indonesian government initiated the School Literacy Movement (SLM) in 2016 as a national program to improve students' literacy skills and encourage sustainable reading practices in schools. The program is supported by the Regulation of the Minister of Education and Culture No. 23 of 2015 on Character Building, which mandates a 15-minute non-curricular reading activity before lessons begin. This policy aims to develop students' reading habits while simultaneously strengthening character education through literacy activities (Faizah et al., 2016). Through structured literacy activities and supportive learning environments, the SLM is expected to promote continuous engagement with reading and enhance students' literacy development. However, the implementation of the School Literacy Movement differs from school to school, shaped by local conditions and available resources. At SD Negeri 1 Sridadi, the implementation of SLM is influenced by heterogeneous student backgrounds and limited access to reading resources. Although literacy facilities such as school libraries and classroom reading corners are available, the quantity and diversity of non-curricular reading materials remain limited.

Literacy is mainly promoted through pre-lesson reading habits, while teacher involvement and the integration of literacy into classroom learning have not been consistently implemented. These conditions contribute to variations in students' reading interest and raise questions regarding the overall effectiveness of program implementation, indicating the need for a comprehensive evaluation approach. The CIPP (Context, Input, Process, Product) evaluation model was selected in this study because it provides a systematic and comprehensive framework for assessing educational programs. By examining program context, resource readiness, implementation processes, and achieved outcomes, the model enables researchers to identify strengths, limitations, and areas requiring improvement (Sutisna & Madani, 2025). Previous findings also indicate that the objectives of literacy programs are not always fully achieved due to several constraints, including teachers' limited understanding of program components, low student engagement,

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insufficient literacy facilities, and inadequate availability of reading materials (Azriansyah et al., 202; Kartikasari, 2022).

Previous studies have shown that the School Literacy Movement continues to face various challenges at the elementary school level. A study conducted by Napitupulu & Mulyanto (2023), entitled “Evaluation of the Implementation of the School Literacy Movement Program in Elementary Schools,” using the CIPP evaluation model, found that the program implementation was generally effective, although several obstacles remained in the process component. Nevertheless, the program demonstrated a significant increase in students’ reading interest. Similarly, a study by Parera et al. (2024), entitled “Evaluation of the School Literacy Movement in Elementary Schools Using the CIPPO Evaluation Model,” revealed that the program was considered necessary at the context stage. The input component was supported by adequate human resources, budget allocation, and infrastructure. The process component indicated that the program was implemented as planned, although improvements to standard operating procedures (SOPs) were still required. Furthermore, the product and outcome components improved students’ reading ability, reading comprehension, writing skills, creativity, and self-confidence.

This study differs from previous studies by assessing not only the final outcomes of program implementation but also conducting a comprehensive evaluation of the School Literacy Movement at the educational unit level, covering context, inputs, processes, and products. According to Mutiara et al. (2026), the CIPP (Contextual, Input, Process, Product) evaluation model is an evaluative approach that comprehensively assesses policies, from the policy background and supporting resources through program implementation to the results achieved. This study emphasizes alignment among planning, implementation, and the achievement of the reading literacy program in accordance with applicable policies, particularly at the elementary school level. The novelty of this study lies in the in-depth application of the CIPP evaluation model in the context of public elementary schools, namely SD Negeri 1 Sridadi, so that it is expected to provide a more complete picture of the effectiveness of the implementation of the School Literacy Movement and serve as a basis for improvement and decision-making in strengthening the culture of literacy in schools.

Given the background on the importance of increasing students' interest and reading habits through the School Literacy Movement (SLM) Program, this study aims to evaluate the SLM Program's implementation at SD Negeri 1 Sridadi using the Context, Input, Process, and Product (CIPP) model. Specifically, this study aims to assess the program's suitability to the school's needs, examine the readiness of supporting resources, analyze the quality of literacy activities, and identify the program's impact on increasing students' interest in reading. The results of this study are expected to provide an empirical basis for continuous program improvement and development, enabling SLM implementation to be more effective and to have a real impact on students' reading habits.

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## 2. Methodology

### *Research Design*

This study applies an evaluative approach using a concurrent embedded mixed-methods design. The mixed-methods approach systematically combines quantitative and qualitative methods in a single study, from the research questions and sample selection through data collection to analysis, so that one component can enrich and expand the findings of the other (Harahap, 2025). This approach was chosen because it provides a more comprehensive understanding of complex phenomena by integrating the strengths of both methodological approaches. In this design, qualitative data serve as the primary data for exploring in depth the dynamics of program implementation, stakeholder perceptions, and the field context of implementation. Quantitative data is used to support qualitative findings by measuring the level of achievement for each evaluation component. This design was chosen to produce a comprehensive and contextual understanding of the program's effectiveness.

The evaluation model used in this study is the CIPP (Context, Input, Process, Product) model, developed by Daniel L. Stufflebeam. The CIPP model serves as an analytical framework for evaluating program implementation as a whole. (Alanshori et al., 2025). This finding aligns with Febrino & Iskandi (2026), who argue that this model is relevant as it offers a comprehensive evaluation encompassing the planning, implementation, and outcomes of a program or activity. In this study, the context component was used to assess the program's suitability to the school's needs and characteristics. The input component assesses resource readiness, including infrastructure, human resources, and funding support. The process component evaluates the quality and consistency of program implementation. The product component assesses program outcomes as an indicator of effectiveness. This approach provides a solid basis for formulating recommendations for improvement and sustainable program development.

### *Data Collection*

Data collection techniques in this study included questionnaires, document analysis, and interviews. The questionnaire used was a closed questionnaire with a modified Likert scale, consisting of five answer choices with a score range of 1 to 5, and was given to fifth-grade students to obtain quantitative data related to students' interest in reading as a result of the implementation of the School Literacy Movement (SLM) Program. Document studies were used to collect secondary data by examining various supporting documents owned by the school, such as school policies related to SLM, program implementation reports, and other relevant documents, to strengthen data on the context, input, process, and product components of the CIPP evaluation model. Qualitative data collection was conducted through face-to-face interviews using an open-ended interview protocol, with informants including the school principal, fifth-grade teachers, and library managers, to obtain in-depth, comprehensive information in line with the research needs.

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### ***Instrument***

Qualitative research instruments use interview guidelines and document study protocols, while quantitative instruments use questionnaires. The questionnaire instrument used in this study was designed to measure students' interest in reading. The instrument was developed based on the conceptualization of reading interest proposed by Mirnawati (2020) and Dewani et al. (2024). Based on this conceptualization, students' interest in reading was measured using five indicators: desire to read, motivation to read, frequency of reading, time spent reading, and attention while reading. These five indicators were elaborated into questionnaire items tailored to the characteristics of elementary school students and used as the basis for developing the research instrument.

### ***Data Analysis***

The research data were analyzed using qualitative and quantitative approaches. Qualitative analysis was conducted using the Miles & Hubberman (2014), interactive analysis model, which includes the stages of data condensation, data presentation, and conclusion drawing and verification. The data from interviews and document studies were selected and focused, then systematically presented to facilitate interpretation, while conclusions were drawn and continuously verified to ensure the validity of the findings. Quantitative analysis was conducted using descriptive analysis of questionnaire data to describe students' level of interest in reading. The analysis included scoring answers, processing data against indicators, and presenting results as averages and percentages in tables and diagrams to provide an overview of the School Literacy Movement Program's achievements. The following are the results of data processing using a Likert scale, presented in categories of criteria used to analyze the data, as shown in Table 1.

Table 1. Score Interpretation Guidelines

<b>Interval</b>	<b>Category</b>
$\mu + 1,5\sigma < X$	Very Good
$\mu + .5\sigma < X \leq \mu + 1,5\sigma$	Good
$\mu - .5\sigma < X \leq \mu + .5\sigma$	Fairly Good
$\mu - 1,5\sigma < X \leq \mu - .5\sigma$	Poorly Good
$X \leq \mu - 1,5\sigma$	Not Good

Source: (Azwar, 2022)

#### **Explanation**

$\mu$  = Overall ideal mean score

$X$  = Obtained score

$\sigma$  = Ideal standard deviation

The success standard for each indicator and aspect is determined through ideal statistical calculations, using  $\mu$  as the theoretical mean and  $\sigma$  as the theoretical measure of dispersion. In addition, the assessment results are converted to percentages to facilitate comprehensive interpretation by the general reader. The assessment criteria are presented in Table 2.

Table 2. General Success Criteria Based on Percentage

Interval	Kriteria
$X > 75\%$	Very Good
$58,3\% < X \leq 75\%$	Good
$41,7\% < X \leq 58,3\%$	Fairly Good
$25\% < X \leq 41,7\%$	Poorly Good
$X \leq 25\%$	Not Good

Source: Research analysis results

The percentage calculation in this study refers to the mathematical derivative of the values  $\mu$  and  $\sigma$ . Given that the lowest score in the questionnaire and document study is 1, an adjustment to the calculation is required to ensure the resulting percentage is more precise. Therefore, the equation used in the percentage calculation is presented as follows.

$$\text{Percentage} = \frac{\text{actual score} - \text{minimum score}}{\text{score range}} \times 100\%$$

### 3. Results and Discussion

#### *Achievements of Context Components*

In the context component, the discussion focused on two main data sources, namely document analysis and interview results. The analysis examined indicators related to the background and objectives of the School Literacy Movement (SLM) program based on official school documents and informants' perspectives. Quantitatively, the level of achievement of the context component in the implementation of SLM at SD Negeri 1 Sridadi is presented in Table 3.

Tabel 3. Context SLM Component Achievements

Document	Skor	%	Kategori
	16	100	Very Good

Source: Analysis results

Based on the document analysis of the context component of the School Literacy Movement (SLM) program, a score of 16 was obtained, with an achievement percentage of 100%, indicating excellent performance. All indicators in the context component were met, including clarity in the program background, objective formulation, and alignment with the school's vision and mission. The program document shows that the SLM implementation was designed to strengthen students' reading habits and support the school's efforts to build a sustainable literacy culture. Interviews with the principal and teachers at SD Negeri 1 Sridadi showed that the School Literacy Movement (SLM) is understood as a school strategy to build reading habits and improve students' academic abilities. Through regular reading activities before lessons, students are encouraged to develop an interest in reading, broaden their knowledge, and develop critical thinking skills. In addition, the results of interviews with the principal and teachers are presented in Table 4.

Table 4. Context Component Interview

Informant	Code	Question	Narative and Explanation
Kepala sekolah (W1)	W1-01	How did you view the initial literacy conditions or reading habits of students at this school before the School Literacy Movement?	Before the implementation of the School Literacy Movement, students' abilities were still limited, but after the implementation of 15 minutes of routine literacy every morning, students' literacy skills improved, as demonstrated by the school achieving the title of progressive school for three consecutive years.
	W1-02	Why do you think the School Literacy Movement program is important to implement in this school?	The SLM program is very important because it familiarizes children with literacy in order to improve their academic abilities, as well as to foster their interest in reading and critical thinking skills.
	W1-03	How are the objectives of the School Literacy Movement integrated with the school's vision and mission?	The literacy program is considered to be in line with the school's vision and mission of developing culturally aware, intelligent, and outstanding students, as well as contributing to the strengthening of a culture of learning and improving student achievement in the field of IPTEK and Islamic education (IMTAK), as reflected in the school's various achievements at the district and provincial levels.
Guru	W2-01	How do you view the literacy skills or reading habits of students at this school?	Most students are already fluent readers. Reading activities are conducted every morning, with special assistance for students who are not yet fluent and group reading for students who are already fluent.

Source: Interview, November 13, 2025

The SLM program is also aligned with the school's vision and mission of shaping cultured, intelligent, and excellent students. Systematic program planning shows that SLM is not just a routine activity but is designed to address the school's needs and strengthen students' reading habits (Nikmah et al., 2025). The alignment between the program implementers' understanding and the planning documents indicates consistency between the planning and implementation stages of the

program (Jaya et al., 2025). These findings show that clear planning is an important factor in ensuring the sustainability of literacy program implementation in elementary schools.

Literacy programs in schools are considered important because they aim to familiarize students with literacy activities in order to improve academic abilities, foster an interest in reading, and develop critical thinking skills (W1-02). This view shows that literacy activities are not only understood as routine reading activities, but also as efforts to support students' academic development and thinking skills (Tahmidaten & Krismanto, 2020). In line with these findings, Amin et al. (2025) explain that literacy communities can increase students' interest in reading, writing skills, critical thinking abilities, and academic achievement, while Dewi et al. (2025) found a positive relationship between the implementation of school literacy programs and an increase in students' learning motivation and academic achievement. The implementation of reading activities in schools is also carried out through strategies tailored to students' abilities, namely special assistance for students who are not yet fluent in reading and group reading activities for students who are already fluent (W2-01). This approach shows that the program's implementation does not focus solely on reading routines but also considers students' needs and characteristics (Tetzlaff et al., 2020). These results are in line with the research by Astuti et al. (2022) ,which states that the success of literacy programs is influenced by the consistency of implementation and by implementation strategies that are appropriate to students' characteristics.

The habit of reading before learning also gives students the opportunity to engage with diverse reading materials, thereby fostering an interest in reading and broadening their horizons. This finding is supported by research by Riyanti & Rahmi (2024), which shows that reading for 15 minutes before learning can increase elementary school students' interest in reading. Overall, these conditions indicate that clear program planning, supported by the understanding and commitment of the school community, is an important factor in the successful implementation of the School Literacy Movement in shaping students' reading habits. These findings are also in line with the research by Napitupulu & Mulyanto (2023), which states that a clear context component is the basis for implementing a targeted and sustainable literacy program.

### ***Achievement of the Input Component***

In the input component, the analysis was conducted through document analysis and interviews covering infrastructure, budget support, human resources, and supporting facilities for the School Literacy Movement program at SD Negeri 1 Sridadi. The level of achievement of the input component is presented in Table 5.

Table 5. Input SLM Component Achievements

<b>Document</b>	<b>Skor</b>	<b>%</b>	<b>Kategori</b>
	35	88	Very Good

Source: Analysis results

The results of the document analysis show that the input components of the School Literacy Movement (SLM) program at SD Negeri 1 Sridadi are in the excellent category, with a score of 35 (88%). This achievement indicates that the school has adequate resources to implement the literacy program. These resources include literacy facilities and infrastructure (such as libraries and reading corners), budget support, human resources, and program support tools. This condition indicates that most of the input readiness indicators for implementing SLM have been met. In addition, the results of interviews with the principal, teachers, and library managers are presented in Table 6.

Table 6. Input Component Interview

Informant	Code	Question	Narative and Explanation
Principal	W1-01	What facilities and infrastructure are available at the school to support SLM?	Literacy facilities such as reading corners and libraries are already in place and in good condition, although the number of books is still limited. They are maintained regularly by library managers and through cleaning shifts
	W1-02	Are the teaching and education staff at schools adequately equipped to support literacy activities?	Educators and educational staff are available and supported by professional training, including deep learning and coding training
	W1-03	From which sources is the budget for literacy activities in this school obtained, and how is the budget managed?	Literacy funding comes from the BOS fund, with a minimum allocation of 10% for the procurement of books and budget management adjusted to the needs of the school.
	W1-04	How do you see the role of parents or guardians, committees, and communities in supporting the implementation of SLM in this school?	The involvement of the school community is a given. Parents are supportive. The committee itself plays a role in deliberating the budget. There does not seem to be a community yet.
	W1-05	Does this school have a Literacy team established by a principal's decree?	There is a decree and technical guidelines
Teacher	W2-01	What do you think about teachers'	Most students are already fluent readers. Reading

Informant	Code	Question	Narative and Explanation
Library Manager		competence in guiding students in literacy activities?	activities are conducted every morning, with special assistance for students who are not yet fluent and group reading for students who are already fluent.
	W2-02	How are you personally involved in integrating literacy into learning?	Teachers have accustomed students to reading before class and linking the reading material to the subject matter
	W2-03	What is the condition of the reading corner in the classroom and the campaign media in supporting this literacy program?	The reading corner is in good condition and equipped with a collection of books, while literacy campaign media is still limited to slogans and posters
	W2-04	How does the school provide reading areas outside the classroom along with a collection of non-academic reading books?	Not yet, but basically it's in the library.
	W3-01	What is the current physical condition of the library space (size, lighting, ventilation, comfort)?	The library is adequate in terms of ventilation, lighting, and facilities such as tables and chairs, all of which are provided by the government. Overall, the room is fine, only the book collection needs attention.
	W3-02	Who is involved in managing this library and what training have they received?	Yes, all residents, including homeroom teachers. Yes, we have, because before we received library assistance, we were trained in library skills.
	W3-03	How is the availability of the book collection?	The availability of non-textbooks is still limited, but they are in good condition and are managed regularly with documented records.
	W3-04	How does the school maintain and preserve its	Library management is carried out on a scheduled basis by each

Informant	Code	Question	Narative and Explanation
		literacy facilities and infrastructure?	class, with regular checks, maintenance, and reporting to the Office and Dapodik.

Source: Interview, November 13, 2025

Interviews with the principal, teachers, and library administrators at Sridadi 1 public elementary school showed that the implementation of the School Literacy Movement (SLM) was supported by the availability of literacy facilities such as libraries and reading corners in classrooms that were used for regular reading activities before lessons, even though the collection of non-textbook books was still limited. In terms of human resources, teachers and educational staff are considered adequate and play a role in guiding reading activities and integrating literacy into the learning process. Funding for literacy programs comes from the School Operational Assistance (BOS) fund, with the school committee supporting the budgetary determination, while external community involvement remains limited. In addition, the school has established a literacy team, as per a decree issued by the principal, to support the implementation of SLM.

Literacy facilities at SD Negeri 1 Sridadi show a relatively high level of readiness, with reading corners in classrooms and well-maintained libraries. Information from the principal and library manager (W1-01; W2-03, W3-04) shows that these facilities are used in students' regular reading activities. However, the limited collection of reading materials, especially non-textbooks, remains an obstacle in enriching students' literacy experience, indicating that the readiness of facilities is stronger in terms of infrastructure than in terms of the completeness of reading materials, similar to the findings of Zakiyah et al. (2025), who stated that although literacy facilities are adequate, the variety of reading materials is still limited. This differs from previous studies, which showed that literacy facilities were often only available administratively rather than optimally utilized for learning (Wiedarti et al. 2018; Antoro et al. 2021). In this study, the use of literacy facilities integrated into routine reading activities confirms that their effectiveness is not determined solely by their existence but also by management practices and school culture that encourage consistent use (Riyanti & Rahmi, 2024).

Human resource support also plays an important role, where teachers not only facilitate regular reading activities but also integrate literacy into learning by linking reading with teaching materials (W2-02), supported by professional development activities facilitated by the school (W1-02). This role affirms teachers as pedagogical agents who connect literacy activities to the learning process, consistent with the research by Sari et al. (2022), which states that active involvement and pedagogical competence are key factors in the success of literacy programs. However, several studies show that teacher training does not always have a direct impact on literacy practices if it is not accompanied by continuous mentoring (Suharni et al., 2025), so the effectiveness of literacy integration in the context of this study is likely influenced by a combination of increased teacher

competence, internal commitment, and a school culture that consistently supports literacy practices (Ariyani et al., 2025).

Institutional strengthening and funding support are important factors in the sustainability of SLM at SD Negeri 1 Sridadi. The literacy program is supported by funding from the BOS allocation for the procurement of books and other literacy needs, with participatory budget management involving the school committee (W1-03). The existence of a literacy team established by a principal's decree demonstrates a clear institutional foundation (Mahfudh & Imron, 2020), while a systematically planned funding allocation supports the program's sustainability (Soro et al., 2025). Several studies emphasize that the involvement of parents, communities, and society also strengthens the school's literacy culture (Niswariyana et al. 2025; Ummah et al. 2025). However, the limited collection of reading materials and the lack of external collaboration indicate the need to strengthen the input component to ensure optimal implementation of SLM. This study shows that the success of SLM implementation depends on the completeness of resources and schools' internal capacity to strategically manage and utilize input components to build sustainable literacy practices.

### *Achievement of the Process Component*

In the process component, the discussion focused on two main data sources, namely document analysis and interview results. The analysis examined indicators related to the implementation of the School Literacy Movement (SLM) program, including literacy activity schedules, program implementation documentation, monitoring mechanisms, and assessment instruments used. Quantitatively, the level of achievement of the process component in implementing the School Literacy Movement program at Sridadi 1 public elementary school is presented in Table 7.

Table 7. Process SLM Component Achievements

Document	Skor	%	Kategori
	18	75	Good

Source: Analysis results

The results of document analysis indicate that the process component of the School Literacy Movement (SLM) program at SD Negeri 1 Sridadi is in the good category, with a score of 18 (75%). This achievement shows that literacy activities at the school have been implemented in accordance with the program's implementation stages. This can be seen from the structured literacy activity schedule, the implementation of routine reading activities before learning, and the documentation of activities carried out periodically. In addition, the school has also conducted monitoring through recording and reporting literacy activities. This condition indicates that most of the program implementation indicators in the process component have been implemented, although the program evaluation aspect still needs strengthening to ensure SLM implementation runs more systematically and sustainably. In addition, the results of interviews with the principal and teachers are presented in Table 8.

Table 8. Process Component Interview

Informant	Code	Question	Narative and Explanation
Principal	W1-01	How is the literacy activity planning process carried out in this school, and is it tailored to students' interests?	Through meetings and in accordance with existing technical guidelines. Adjusted to the needs of students.
	W1-02	How are activities carried out during the literacy familiarization stage at school?	Conducted every day before the start of learning. The duration is 15 minutes in accordance with the technical guidelines.
	W1-03	Does the school accept feedback from teachers or parents about reading activities?	We are open to receiving feedback, but there has not been any specific or regular evaluation of this kind.
	W1-04	How does the school follow up on feedback or input received regarding literacy activities?	Feedback is recorded and used for evaluation, then used to improve literacy tools and increase teacher involvement in reading activities.
Teacher	W2-01	How is the literacy program structured in terms of activities and timing?	At the beginning of the lesson, it's more like this. Just follow the material. For language, read more and ask them to come to the front.
	W2-02	How is the implementation of the 15-minute daily reading activity at this school?	It is conducted every morning, and all teachers are actively involved in guiding and assisting.
	W2-03	What are students' habits in taking notes or responding to the content of books?	I've only read it. I haven't gotten around to summarizing it yet.
	W2-04	What are the factors that hinder the sustainability of literacy habits in schools?	In class, because the class is too crowded, so the time is limited.

Source: Interview, November 13, 2025

Interviews with the principal and teachers at SD Negeri 1 Sridadi showed that the implementation of the process component in the School Literacy Movement (SLM) Program has been carried out through structured planning and implementation of activities. Program planning was carried out through school meetings, with

reference to SLM technical guidelines, and was adjusted to students' needs. Literacy activities are conducted every day before lessons for about 15 minutes, with teachers in the classroom and integrated with the learning materials. However, student literacy activities are still dominated by reading, with little follow-up such as summarizing or responding to the material. In addition, limited learning time and high class density are among the obstacles to maintaining the sustainability of literacy activities, while the program evaluation process is still conducted in a simple manner through discussions or school meetings.

The readiness of input components is the foundation for the successful implementation of the School Literacy Movement (SLM), which continues in the process stage at SD Negeri 1 Sridadi and is analyzed through document studies and interviews with the principal (W1) and teachers (W2). The document study shows that there is a structured literacy activity schedule and consistent documentation of implementation, although the program evaluation instruments are still simple (Asri & Wardani, 2024). Interview data confirms that literacy planning is carried out systematically through school meetings with reference to SLM technical guidelines and adjusted to student needs, indicating institutional coordination that supports targeted program implementation. Reading habits are practiced every morning for 15 minutes before lessons, with teachers actively guiding students, reflecting a learning environment that supports a culture of literacy (Putri Bungsu & Dafit, 2021). The school is open to input from teachers and parents, but the evaluation mechanism remains simple, and follow-up is conducted informally through discussions or internal meetings. Strengthening the monitoring system is therefore important to ensure the program's quality and sustainability (Amelia et al., 2023). This pattern aligns with research emphasizing the importance of SLM planning through school meetings that follow government guidelines and policies, as well as institutional coordination among school principals, teachers, and school committees (Rasyidah et al. 2021; Nikmah et al. 2025; Antoro et al. 2021).

Analysis of student engagement shows that literacy activities still focus on reading without follow-up activities such as note-taking, summarizing, or responding to the content of the book (W2-03), so literacy practices remain at the stage of familiarization and do not yet encourage students' reflective and interactive engagement. Class density is also an obstacle to the effectiveness of literacy activities (Rohim & Rahmawati, 2020). These findings align with those of Prawira et al. (2023) and Nurani & Khozinul Huda, (2026), who indicate that time constraints, variations in activities, and class density are common challenges in SLM implementation. Therefore, the success of the literacy process depends on integrating reading habit formation practices, teacher involvement, and effective classroom management (Ariyani et al., 2025). Strengthening program evaluation and developing more reflective literacy activities are necessary so that SLM is not only routine but also produces a more profound impact on literacy. This study's contribution confirms that the success of the SLM process is not only determined by reading consistency but also by the school's ability to integrate program evaluation and varied literacy activities, thereby enabling literacy practices to develop from the habit-forming stage to reflective, sustainable literacy learning.

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### *Achievement of the Product Component*

In the product component, the discussion focused on three main data sources: document analysis, student reading-interest questionnaires, and interview results. Document analysis in this component included reports on the implementation of the School Literacy Movement (SLM) program and literacy achievement outcomes at SD Negeri 1 Sridadi. In addition, students' reading interest was measured using a questionnaire comprising five indicators to assess the impact of SLM implementation. Quantitatively, the level of achievement of the product component in the implementation of the School Literacy Movement program at SD Negeri 1 Sridadi is presented in Table 9.

Tabel 9. Process SLM Product Achievements

Document	Skor	%	Kategori
Survey	14	88	Good
	721998	76	Very Good

Source: Analysis results

The results of document analysis indicate that the product component of the School Literacy Movement (SLM) program at SD Negeri 1 Sridadi is in the good category, with a score of 14 (88%). This achievement shows that the results of literacy activities at the school have been systematically recorded and documented. This can be seen from the compilation of SLM implementation reports, the recording of routine reading activity achievements, and the periodic reporting of literacy results. In addition, questionnaire-based measurement of students' reading interest shows a high level (76%), indicating a positive influence of SLM implementation on students' reading interest. This condition indicates that most of the program's success indicators in the product component have been achieved, although further development of more varied and reflective literacy strategies is still needed to optimize and sustain SLM's impact on students' reading interest. In addition, the results of interviews with the principal and teachers are presented in Table 10.

Table 10 Product Component Interview

Informant	Code	Question	Narative and Explanation
Principal	W1-01	What changes have you seen in students' reading habits after regularly participating in SLM activities?	Not many, but one of the results of the emphasis on literacy is that many students who previously could not read have finally caught up with their peers.
	W1-02	In your opinion, how does SLM play a role in increasing interest in reading?	The SLM program contributes significantly to the improvement of students' reading interest, as the consistent implementation of routine reading activities

			fosters reading habits and strengthens students' intrinsic motivation to engage with texts.
	W2-01	What changes have you observed in students' reading habits following their consistent participation in the SLM program?	Students who are fluent readers show greater interest in exploring new knowledge and seeking new books, while those who are not yet fluent have started to borrow books to read, albeit gradually.
Teacher	W2-01	In your view, how does the SLM program contribute to the enhancement of students' reading interest?	The program can foster students' reading interest and broaden their knowledge and insights.

Source: Interview, November 13, 2025

Interviews with the principal and teachers at SD Negeri 1 Sridadi revealed that the product component of the School Literacy Movement (SLM) program positively affected students' interest in reading. The principal and teachers assessed that the change in reading habits was not yet significant, but many students who were previously not fluent began to follow their more proficient peers (W1/W2-01), while students who were already fluent showed greater interest in learning new things and looking for additional books (W1/W2-02). This shows that routine literacy activities before learning and the availability of reading facilities contribute positively to students' interest in reading and confirms that the program structure and literacy facilities play an important role in supporting the success of SLM products (Riyanti & Rahmi, 2024).

The integration of interview results with school principals and teachers shows changes in students' reading behavior after the implementation of SLM, where students who are already fluent are more interested in finding new books and learning additional information, while students who are not yet fluent begin to read independently, albeit gradually (Ariyanto et al. 2022; Pasaribu et al. 2023). Consistent reading habits are an initial stimulus in building basic literacy skills and forming sustainable reading habits (Faizah, 2024; Nurhillal et al. 2025), and are reinforced by teacher involvement and assistance during reading (Lestari & Astuti, 2023; Setiawan & Yanuarto, 2025). School environmental factors, such as the provision of reading corners and the creation of a supportive literacy atmosphere, also increase students' interest in reading activities (Azzahra & Apoko, 2024; Apriani & Prakoso, 2025). However, the effectiveness of literacy activities can be limited if they are not supported by a structured evaluation system, and some students still need further guidance (Hartati et al. 2025; Ariyani et al. 2025; Purba, 2025; Haryati et al. 2025; Wardani & Astuti, 2022). Strengthening continuous

evaluation and developing more reflective literacy activities remain necessary so that SLM implementation is not only routine but also capable of improving student literacy quality. This study shows that the success of SLM products depends on the consistency of reading activities, teacher involvement, and the integration of evaluation and a variety of literacy activities, so that literacy practices develop from the habituation stage to more reflective and sustainable literacy.

#### **4. Conclusion**

An evaluation of the School Literacy Movement (SLM) program SD Negeri 1 Sridadi using the CIPP model indicates that the program has been implemented effectively across all components. In the context component, the implementation of SLM aligns with the education policy and the school's vision to strengthen a culture of literacy. The input component shows relatively adequate support in terms of infrastructure, human resources, and funding, although the variety of reading materials and the involvement of external parties still need improvement. In the process component, literacy activities are carried out routinely through a 15-minute reading habit before lessons, with teacher involvement, but the program's monitoring and evaluation are not consistently implemented. Meanwhile, the product component shows a positive impact on students' reading habits and interest, as reflected in document analysis results, reading interest questionnaires with very good ratings, and interview findings indicating an increase in students' interest in reading activities. Overall, SLM contributes to strengthening the school's literacy culture, although it still needs to be strengthened in terms of sustainability and program development. Schools are advised to improve the quality of the School Literacy Movement (SLM) program by strengthening scheduled, documented monitoring and evaluation to ensure continuous progress tracking. In addition, adding variety and increasing the number of non-curricular reading materials should be a priority to continue increasing students' interest in reading. Teachers are expected to further optimize the integration of literacy activities into learning by encouraging students to provide simple responses to readings, so that literacy focuses not only on reading but also on understanding and reflection. Schools also need to expand collaboration with school committees, parents, and external literacy communities to strengthen the literacy ecosystem and program sustainability.

#### **Acknowledgement**

The author would like to thank all members of the Sridadi 1 Public Elementary School community in Kalirejo District, Central Lampung Regency, for providing the facilities for data collection for this research.

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How to cite this article:

Saputri, B. E. G., Aman., Mutiara, E., Suryanto, A. D., Kusuma, A. F., & Zamzami. (2026). Evaluation of the School Literacy Movement Program at Sridadi Public Elementary School 1 in Central Lampung Regency. *Journal of Educational Sciences*, 10(4), 244-265.

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