

# The Evaluation Model of School Literacy Programme at the Mover Senior High Schools

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**Abstract:**

This study aims to evaluate the implementation of the school literacy movement (SLM) program using modified CIPP program evaluation components (Context, Input, Process, and Product) and the Discrepancy Evaluation Model. Using the qualitative approach, the focus of this research is to evaluate the implementation of the SLM at four mover senior high schools in the province of Jakarta. The results showed a gradual increase of student and teacher involvement. In the initial period, student participation was very low, but after some time, there was an increase in interest in reading, although the final results were not evenly distributed across students. Some schools succeeded in improving students' literacy achievement while others still needed to be strengthened in implementation. At the end of the evaluation period, the SLM program at the mover schools showed significant progress. This research has a theoretical impact on the field of education management, particularly in designing the SLM management model and the establishment of rules related to the use of gadgets at the mover senior high schools in the province of Jakarta. This research also has a practical impact as a guideline in making regulations related to the SLM for the relevant education authorities.

**Keywords:** model of evaluation, mover school, school literacy, senior high school.

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## Introduction

Being literate is one of the most important needs for individuals to compete in the 21st century (Laar et al., 2020; Almatrafi et al., 2024; Saleem et al., 2024). To be literate is measured as a skill acquisition from the cognitive activities consisting of reading and writing activities. However, literacy encompasses not just reading and writing but also the necessity to critically and analytically comprehend information (UNESCO, 2003). Moreover, it takes families, schools and the surrounding environment to cooperate and establish a literacy ecosystem to

help children's learning process become more effective and productive. However, it is not yet realized in Indonesia.

The 2009 PISA study indicated that Indonesian students' literacy level placed them 57th out of 65 participating nations, with a score below the OECD average of 493. Likewise, the PISA report in 2012 also showed a similar condition (OECD, 2014). This gap shows a lack of synchronisation in the planning and implementation of education in Indonesia, which results in students' low motivation to learn, particularly in primary education where literacy abilities are embedded for the next level and one of the indicators of success is lifelong learning character (*Permendikbud* No. 23/2013 on minimum standards of basic education). The UNESCO survey data also reveals a similar trend in

2011, i.e., the reading index of Indonesian society was notably low, about 0.001. From different perspectives, Indonesia's Human Development Index remained notably low, ranking 112 out of 175 nations based the UNDP's 2010 statistics. Moreover, (Kompas, 2016) (Nudiati, 2020). Based on these evidences, promoting literacy needs to be attended.

Reflecting to the above facts, the government of Indonesia through the Ministry of Education and Culture (MOEC) is promoting the national literacy movement program that involves all stakeholders in education, starting from the central, provincial, and district/city levels to education units. The program was also initiated based on the government's nine national development agendas (known as *Nawacita*). There are four points that are closely related to how to build quality, productive, and competitive human resource components, character, and nationalism through literacy activities. They are improving the quality of life of Indonesian people and society (point 5); increasing people's productivity and competitiveness in international markets so that Indonesia can advance and rise with other Asian nations (point 6); executing the national character revolution (point 8); and strengthening diversity and

Indonesia's social restoration (point 9). These points pertain to the responsibilities and roles of the MOEC.

The MOEC has then reiterated to local governments the necessity of promoting students' literacy programs through SLM as outlined in the Regulation of the Indonesian Minister of Education and Culture No. 23/2015 on cultivating moral conducts. The regulation led to the release of several SLM guidance. These include the Master Design for SLM (2016), which outlines the implementation framework for SLM across educational levels in Indonesia, from primary to senior high school; and the Guidelines for SLM in Senior High Schools (2016) which are in line with the minimum service standards in basic education across regions (Hidayah, 2019).

An innovative program, the SLM aims at preparing the next generation of literate individuals through the habits of reading and writing. It has 3 stages, (1) the habituation stage, which is where to foster students' interest in reading; (2) the development stage; (3) the learning stage which involves activities that utilize reading strategies in literacy development (Dewi Utami et al, 2016).

After seven years of implementation, the SLM needs to be improved (Hadiansah et al., 2022; Nadifa & Zulvani, 2024). It is necessary to measure the effectiveness of the school literacy movement in improving students' basic literacy skills. It is also necessary to identify the determinants contributing to the effectiveness of the implementation. The various habituation activities mentioned in the *Permendikbud* are not new. They were once routinely carried out in schools. However, they have been absent for a long time. These include the flag ceremony every Monday, exercising together once a week (usually on Fridays) and singing national songs in class.

Reading is among the habituation activities that are expected to be instilled at school and then extended at home. The emergence of the obligation to read pertains to the prevailing

low interest in reading. It can be seen from people's behavior in various public facilities and waiting rooms. At bus stops, terminals, stations, or airports, people are more engaged with gadgets than with books (Serelicion, 2021). This is specified in the appendix of *Permendikbud* No 23 of 2015-point F,

habituation activities in point VI (developing the full potential of students), that is empowering 15 minutes before class to read books other than subject books every day.

The aforementioned discussion outlines several reasons to evaluate the SLM program in senior high schools. First, as an innovative program launched by the government, it is necessary to know the extent to which the program has the impact on improving reading comprehension in students. Secondly, as one of nation's development agendas to assist students in developing critical, creative, innovative, entrepreneurial attitudes, social empathy behavior, and love for knowledge, there will be many gaps in the implementation of the SLM program relative to the established standards. Thirdly, the evaluation of the SLM program can be used as a tool to collect, analyze, interpret and communicate information about the workings and effectiveness of the program so that its development can always be monitored and evaluated regularly in its implementation by involving all relevant parties. This research will provide a systematic and detailed explanation of the implementation of the SLM program at the in senior high schools using the modified CIPP program evaluation components (Context, Input, Process, and Product) and the Discrepancy Evaluation Model.

This research can have an impact on the development and improvement of the SLM at the mover senior high schools. The following are specific objectives elaborated on basis of the evaluation model or stages in the Discrepancy Evaluation Model and the CIPP evaluation model. The results of the study are expected to provide theoretical benefits to the science of education management, especially to design a SLM management model and the rule formation for students to engage in their smart gadgets. The finding can be an additional reference for

future researchers who want to dig deeper into the use of digital media among students and how the school Literacy Movement management model is appropriately used as intracurricular learning. It is also expected to provide practical benefits as guidelines in making regulations related to the school literacy movement for the relevant education agencies.

### **Methodology**

The current research is evaluation research with a qualitative approach. It is the systematic application of scientific procedures to assess the implementation, design and effectiveness of a program. The evaluation model chosen is the modification of the Discrepancy Evaluation Model and the CIPP evaluation model (Context evaluation, Input Evaluation, Process evaluation, and Product evaluation). The research focus is the evaluation of the implementation of the SLM program at the four mover senior high schools in the province of Jakarta, Indonesia. There are several sub-focuses by modifying the CIPP program evaluation components and the Discrepancy Evaluation Model. They are 1) the initial conditions of the SLM; 2) evaluation of Context including the background, legal basis, goals and objectives, as well as the benefits of the SLM program; 3) evaluation of Input including budget allocation, human resources, programme syllabus, facilities and infrastructure; 4) evaluation of Process including the planning, implementation, and monitoring and evaluation;

5) evaluation of Product including the results of the achievement of the SLM program.

Sekolah Penggerak is a program initiated by the Indonesian Ministry of Education, Culture,

Research, and Technology (Kemendikbudristek) to accelerate the improvement of learning quality in schools. Researchers are interested in understanding the extent to which this program has succeeded in achieving its goals of enhancing education quality, particularly amidst the ongoing national curriculum reform efforts. This research will be conducted in four Sekolah Penggerak (Driving Schools) categorized as Independent in the DKI Jakarta Province.

The research data sources include both primary and secondary data. The primary data refers to data and collection tools obtained directly from research subjects, including interviews and observations conducted by the researcher with school principals, library managers, teachers, and students. The secondary data comprises documentation of school literacy activities or other documentation related to the research issues in the Independent Category Sekolah Penggerak.

The data collection techniques employed in this study are observation, interviews, and documentation. First, data collection through direct observation involves observing directly using an observation sheet during the habituation stage. Second, structured interviews are conducted, containing a set of pre-arranged questions based on the research problem to gather relevant data. Third, documentation is used as a supporting tool for observations and interviews to ensure the implementation process runs smoothly.

The data analysis technique follows the method proposed by Salma (2019), which consists of three streams of action: a) data reduction, b) data presentation, and c) verification (drawing conclusions). Data reduction involves combining or separating meaningful data by summarizing or selecting the key data. The researcher selects data from observations and documentation on the implementation of the School Literacy Movement in the Independent Category Sekolah Penggerak, as well as field interview results with school principals, teachers, library managers, and students. After selecting the data, it is then presented and described to extract the necessary information, helping the researcher elaborate the data in accordance with the implementation of the School Literacy Movement in the Independent Category Sekolah Penggerak. The researcher concludes the results of observations, interviews, and documentation that have undergone data reduction and presentation. The conclusions on the implementation of the School Literacy Movement in the Independent Category Sekolah Penggerak are drawn with valid supporting evidence.

## Results

**The SLM Program at the mover senior high schools in the Province of Jakarta, Indonesia** The SLM program is implemented by referring to the official guidelines issued by the MOEC. The guidelines emphasize the importance of integrating literacy in daily school activities so that it becomes a culture among students. Also, the guidelines set out the main objectives of the SLM i.e., to improve students' overall literacy skills through various activities involving all elements of the school, including students, teachers and parents. The guidebook elaborates the SLM implementation strategies that includes various key components to develop a strong literacy culture in schools. One of the first steps in implementing GLS is setting the School Literacy Team consisting of representatives from the school, including the principal, teachers and student representatives. This team is responsible for the design and management

of the SLM program and the coordination of literacy activities throughout the school.

At the mover senior high schools, the SLM is integrated into the school's daily activities with the aim of making literacy an integral part of students' learning experience. Literacy activities include shared reading, book discussions and additional literacy skills training. The school also develops an annual plan that includes various literacy activities, both inside and outside the classroom. The program involves various elements of the school, including parents and the community, to create an environment that supports and motivates students in literacy activities.

During implementation, schools conduct regular evaluations to assess the effectiveness of literacy activities and their impact on students' literacy skills. This evaluation includes assessing the achievement of literacy objectives, collecting feedback from students and teachers, and analysing student learning outcomes through literacy tests and assignments (Yu et al., 2022). Based on the evaluation results, schools can make adjustments and improvements

to the literacy programme to ensure that the activities are on track and deliver the expected results. The guide also suggests using various resources, including relevant reading books and information technology, to support the implementation of SLM and improve students' overall literacy skills.

The implementation of SLM at the mover senior high schools in the province of Jakarta, Indonesia demonstrates the school's commitment to advancing a culture of literacy and equipping students with reading and writing skills essential for their academic and personal success. MoEC's Guidebook of SLM provides a clear and practical framework for achieving this goal, underlining the importance of the participation of all relevant parties in supporting the literacy programme.

The SLM is an important initiative that aims to improve students' literacy skills and create a sustainable reading culture. The four mover senior high schools implements the program. However, each school has a unique approach and strategy in implementing the SLM, tailored to the context and needs of the students in that school.

#### 1. Context of the SLM Implementation

The background of the GLS implementation is rooted in the need to improve the quality of student literacy and foster a strong reading interest at every mover senior high schools. This program is based on various national education policies encouraging schools to integrate literacy activities into their curriculum. In each school, the SLM is directed to achieve specific goals, such as improving students' literacy skills, developing reading habits, and creating an environment that supports literacy both inside and outside the classroom.

#### 2. Input of the SLM Implementation

The four mover senior high schools in Jakarta, SMAN 21, SMAN 70, SMAN 71, and SMAN 109, have diverse resources to support the implementation of SLM. The school

libraries are generally equipped with facilities to provide easy and large access to various book genres and collections for students. The teachers have been trained to creatively implement the strategies in promoting literacy and actively participate in the implementation of the program. In addition, student participation in literacy activities shows a high level of enthusiasm, with many students involved in reading clubs, book discussions, and other literacy activities.

### 3. Process of the SLM Implementation

The implementation process of GLS at the mover senior high schools in the Province of Jakarta includes various activities designed according to the plans prepared by each school. These activities include literacy clubs, daily reading time, book fairs, and writing projects. In general, these activities have been running as planned, although there have been some challenges, such as time and resource constraints. However, each school continues to strive to overcome these obstacles and ensure that the program can run effectively.

### 4. Product of the SLM Implementation

The result of implementing SLM at the mover senior high schools in the province of Jakarta have shown positive impacts, especially in terms of improving students' literacy skills. In each school, such success indicators as increased literacy test scores, an increase in the number of books read by students, and increased participation in literacy activities has showed positive trends. Additionally, feedback from students, teachers, and parents indicates that the GLS has successfully created a better reading culture and provided tangible benefits to students' academic development. Overall, the implementation of SLM has demonstrated that with the right strategies and support from all parties, this program can enhance students' literacy skills and create a more literate school environment. Consistent implementation and continuous evaluation are the keys to success in running the School Literacy Movement (GLS) in the Jakarta area.

### **Evaluation of the Context: The Background, Legal Basis, Objectives and Targets, and the Benefits of the SLM program**

Evaluation of the context of the SLM at the four mover senior high schools in the province of Jakarta includes an in-depth analysis of the background, legal basis, objectives, targets, and benefits of this program. The background of SLM is rooted in the need to improve students' literacy skills in Indonesia as part of efforts to enhance the quality of national education. This program aims to create a strong literacy culture in schools through activities integrated into the curriculum and students' daily lives.

The legal basis for the implementation of SLM lies in various policies and regulations from the MOEC that provides the legal foundation to support the implementation of this program and establish the obligation for each school to carry out the literacy activities in a structured and sustainable manner. This legal basis emphasizes the importance of literacy as a crucial component in primary and secondary education, and provides guidelines on how to implement it in accordance with national standards.

The main objective of SLM is to improve students' literacy skills—including reading, writing, speaking, and listening—so that they can utilize these skills in various aspects of their lives (Sadiku, 2015; Prasetya & Adlan, 2022). The goal of this program is to involve all elements of the school, from the principal and teachers to students and parents, in creating an environment that supports and promotes literacy activities (Tohara, 2021; Fazri et al., 2021; Marmoah & Poerwanti, Suharno, 2022). Through this approach, it is expected that schools can produce graduates who not only possess good literacy skills but also the passion for reading and learning.

The benefits of the SLM program include the improvement of students' literacy skills, which can positively impact their academic achievements, as well as the development of

reading habits that support lifelong learning. This program also aims to increase school community involvement in supporting literacy education, creating a more dynamic and inclusive learning environment. Additionally, by following the SLM implementation guidelines, schools can optimize the use of existing resources and facilitate collaboration among various stakeholders in achieving literacy goals.

Overall, the evaluation of the SLM context at the four mover senior high schools shows that this program is designed to address existing literacy challenges with a systematic approach based on strong policies, and provides significant benefits to students and the school community as a whole.

Based on observations, interview results, and documentation studies conducted by the researcher, which include Background, Legal Basis, as well as Objectives and Targets in the Evaluation of the Implementation of the SLM at the four mover senior high schools, the following results were obtained.

1. SMAN 21 Jakarta has implemented the SLM program with the aim of enhancing the literacy culture among students. The legal basis for the implementation of this program refers to *Permendikbud* No. 23 of 2015 concerning the Cultivation of Moral Conducts. The main objective of SLM at SMAN 21 is to improve students' reading and writing skills and to foster the passion for reading from an early age. Based on interviews with the principal and teachers, as well as documentation studies, it was found that this program is also aimed at improving students' academic achievements through better literacy.
2. The implementation of SLM at SMAN 70 Jakarta is driven by the school's vision to create a literate learning environment. Based on the legal framework of *Permendikbud* No. 23 of 2015, this program aims to enhance students' critical literacy skills. Interviews with teachers and school staff revealed that this program also aims to build sustainable reading habits and create an active learning community.
3. The SLM at SMAN 71 Jakarta is designed to address the challenge of low reading interest among students. Based on government regulations, this program aims to improve basic and critical literacy. The objectives of SLM at SMAN 71 include enhancing reading and writing skills, as well as encouraging active student participation in literacy activities. Documentation and interview studies show that the school has specific strategies to integrate literacy into all subjects.
4. At SMAN 109 Jakarta, the SLM program is driven by the school's commitment to enhancing a culture of literacy. This program follows the provisions of *Permendikbud* No. 23 of 2015 and aims to improve students' literacy skills through various reading and writing activities. The main goal of SLM at this school is to create an environment that supports literacy development and motivates students to engage in literacy activities. The results of interviews and document studies show that the school organizes various literacy activities that involve the entire school community.

### **Evaluation of Inputs: Budget Allocation, Human Resources, Program Syllabus, Facilities and Infrastructure of the SLM program**

Budget management is one of the key components in supporting the success of the slm at the mover senior high schools at the Province of Jakarta, the budget allocation for SLM includes funds allocated for the procurement of reading materials, teacher training, and the organization of literacy activities. Evaluations show that adequate and targeted budget allocations enable the effective implementation of literacy programs, with sufficient investment in literacy materials and activities designed to enhance students' literacy skills.

The availability of quality human resources is a crucial factor in the implementation of SLM (Lenihan et al., 2019; Qutni et al., 2021). At the mover senior high schools, human resources consist of the principal, teachers, and staff directly involved in the literacy program. The evaluation revealed that intensive training for teachers in literacy teaching techniques, as

well as the involvement of all school elements, including the active roles of the principal and the literacy team, are crucial for the program's success. The presence of literacy trainers or consultants can also provide additional support to ensure the program runs as planned.

The syllabus of SLM program at the mover senior high schools is designed to include literacy activities integrated into the curriculum. Evaluations show that a clear and well- structured syllabus, encompassing various literacy activities such as reading, writing, and speaking, supports the achievement of literacy goals. This syllabus needs to periodic updates to reflect the latest developments in literacy education and to accommodate the specific needs of students.

Adequate facilities and infrastructure are important aspects in supporting the implementation of the SLM program. At the mover senior high schools, facilities such as the school library, reading rooms, and access to information technology play a crucial role in supporting literacy activities. Evaluations show that the presence of good facilities and infrastructure, including a variety of reading materials and supporting technology, facilitates the implementation of literacy activities and improves students' access to learning resources.

Overall, the evaluation of inputs at the mover senior high schools shows that the success of the program highly depends on proper budget allocation, the availability of competent human resources, an effective syllabus, and adequate facilities and infrastructure. Good management of these aspects ensures that the literacy program can run smoothly and achieve the expected results.

Based on observations, interview results, and documentation studies conducted by the researcher, including school resources, teacher capacity, and student participation in the Evaluation of the SLM Program implementation at the mover senior high schools, the following results were obtained.

1. SMAN 21 Jakarta has sufficiently adequate resources to support the implementation of SLM. The school has a library with a diverse collection of books and adequate facilities. The capacity of teachers in supporting the SLM is also quite good, with literacy training attended by most teachers. Student participation in literacy activities is quite high, as seen from their enthusiasm in following various literacy programs organized by the school. Interviews with teachers and students show that support from the school has been very helpful in improving student literacy.

2. SMAN 70 Jakarta has quite adequate literacy facilities, including a library equipped with various books and other learning resources. The teachers at this school have good competence in supporting literacy activities after undergoing various training sessions. Students also show high participation in literacy activities, both inside and outside the classroom. Interview results show that school support and the availability of adequate resources greatly contribute to the success of SLM program.

3. At SMAN 71 Jakarta, the school has good resources to support the SLM program, including a library equipped with a relevant book collection. The teachers at this school have been trained in literacy strategies and actively support literacy activities at the school. Student participation in literacy activities is also very high, with many students involved in various literacy programs. Interviews show that support from the school and the active involvement of teachers are very important in the successful implementation of SLM.

4. SMAN 109 Jakarta has adequate literacy facilities, including a good library and various reading resources. The teachers at this school have undergone literacy training and are able to effectively support the implementation of SLM. Student participation in literacy activities is quite high, with various programs that actively involve students. Findings from the interviews indicate that school support and student involvement are crucial in supporting the success of SLM.

### **Evaluation of Process: Planning, Implementation, and Monitoring and Evaluation**

The planning process is the crucial initial stage in the implementation of SLM program (Simarmata & Sulistyningrum, 2023; Casal-Otero et al., 2023). At the mover senior high schools, the planning of the literacy program is carried out by involving various stakeholders, including the principal, the literacy team, and teachers. The literacy activity plan is designed with reference to the guidelines from the SLM Handbook issued by the MOEC. Evaluation shows that comprehensive planning includes setting literacy goals, identifying the necessary resources, and coordinating activity schedules with the school curriculum. This plan also includes strategies to involve students and parents in the literacy program.

The implementation of SLM is carried out according to the plan that has been prepared. Literacy activities include various activities such as reading together, book discussions, and creative writing integrated into the school's daily activities. Evaluation of the implementation shows that literacy activities are running according to the established schedule and procedures, with active support from teachers and school staff. The success of the implementation depends on the consistency in carrying out literacy activities and the involvement of all parties in supporting the program.

Monitoring and evaluation are important parts to ensure that the literacy program achieves its goals and to make the necessary improvements (Piper et al., 2018; Marie Vianney et al., 2020; Pramana et al., 2021). The monitoring process is conducted periodically to track the progress of literacy activities, identify challenges, and evaluate students' learning outcomes. Data are collected through observations, feedback from participants, and assessments of students' literacy performance. The evaluation results are used to assess the program's effectiveness and to make necessary adjustments, such as revisions in activities or implementation strategies. The evaluation results help in identifying areas that need

improvement and in designing corrective measures to enhance the quality of the literacy program in the future.

Overall, the evaluation of the SLM implementation process shows that thorough planning, consistent execution, and effective monitoring and evaluation are key to the success of the literacy program. This process ensures that the SLM program can be implemented well and has a significant positive impact on students' literacy skills.

Based on observations, interview results, and documentation studies conducted by the researcher including activity plans, activity implementation, obstacles, and challenges in the evaluation of the SLM Program Implementation, the following results were obtained.

1. The SLM activity plan at SMAN 21 Jakarta includes various programs such as reading clubs, literacy competitions, and daily reading time. The implementation of these activities is in accordance with the planned schedule, with active participation from students and full support from teachers. The obstacles faced are mainly related to time and resource constraints, but efforts continue to overcome them. Interviews and documentation studies show that most activities have proceeded as planned and successfully increased students' reading interest.

2. The SLM activities at SMAN 70 Jakarta include programs such as literacy clubs, book fairs, and daily reading time. The implementation of these activities is in accordance with the planned schedule, with active participation from students and support from teachers. The obstacles faced were mainly related to time and resource limitations, but efforts continue to be made to overcome them. Interviews and documentation studies show that most activities have proceeded as planned and successfully increased students' reading interest.

3. At SMAN 71 Jakarta, the SLM activities include programs such as book discussions, writing projects, and literacy training. The implementation of these activities proceeded according to the planned schedule, with high enthusiasm from the students and support from the teachers. The challenges faced included a lack of time and limited resources, but the school made efforts to overcome them in various ways. The findings from the interviews indicate that the SLM activities have been carried out well and in accordance with the established plan.

4. The SLM activities at SMAN 109 Jakarta include programs such as a literacy club, book fairs, and daily reading time. The implementation of these activities is in accordance with the planned schedule, with active participation from students and support from teachers. The obstacles faced were mainly related to time and resource limitations, but efforts continue to be made to overcome them. Interviews and documentation studies show that most activities have proceeded as planned and successfully increased students' reading interest.

### **Evaluation of Product: The Achievements of the SLM program**

Evaluation of the products or outcomes of the SLM program aims to assess the program's impact on students' literacy skills and the achievement of established literacy goals. This assessment includes an analysis of the final results achieved through the implementation of SLM, as well as how these achievements contribute to the overall improvement of students' literacy abilities.

The evaluation shows that the SLM program has successfully achieved several key objectives, including the improvement of students' reading, writing, speaking, and listening skills. The results of these achievements are measured through various indicators, such as the scores obtained in literacy tests, increased student participation in literacy activities, and the quality of students' literacy products, such as written works and presentations. Data collected from the final assessment show that students have experienced significant improvements in

their literacy skills, both in terms of reading comprehension and written and oral expression abilities.

In addition to short-term achievements, the SLM program is also expected to have a long-term impact on students' reading habits and literacy skills. Long-term evaluations show that students who actively participate in the literacy program exhibit a higher interest in reading and better literacy skills in both academic and non-academic contexts. This program has also successfully created a literacy culture that supports lifelong learning, as reflected in the changes in students' attitudes and behaviors towards reading and writing activities.

Several achievements are also recognized through awards and acknowledgments, both at the school level and beyond. These awards include certificates or accolades for individual students' success in literacy competitions, as well as recognition for the school's efforts in promoting literacy within the community.

Based on the achievement results, the evaluation also identified several areas for improvement, such as adjustments in literacy activities to accommodate the diverse needs of students and increased parental involvement in the literacy program. These recommendations aim to enhance the program's effectiveness and achieve better outcomes in the future.

Overall, the evaluation of the SLM achievement results shows that this program has been successful in improving students' literacy skills and creating a positive literacy culture in the school. However, continuous evaluation and improvement will be important to ensure that the program remains relevant and effective in achieving its goals.

Based on observations, interview results, and documentation studies conducted by the researcher, including Implementation Results, Success Indicators, and Stakeholder Feedback in the Evaluation of the SLM Program, the following results were obtained.

1. The implementation of SLM program at SMAN 21 Jakarta has shown positive results. The improvement in students' literacy skills is evident from the literacy test results and the increased interest in reading. Success indicators include the number of books read by students, participation in literacy activities, and improvement in academic grades. Feedback from students, teachers, and parents indicates that this program has had a significant impact on improving literacy. Interviews and documentation studies show that most activities have contributed to the formation of a positive reading culture in the school.
2. The implementation of SLM at SMAN 70 Jakarta has successfully created a more literate learning environment. With the implementation of this program, students at SMAN 70 have experienced improvements in reading and writing skills, as well as becoming more active in literacy activities at school. Evaluation results show that this program is effective in increasing students'

literacy index and creating a positive reading culture within the school environment. Feedback from students, teachers, and parents shows strong support for this program and appreciation for the results achieved.

3. The implementation of SLM at SMAN 71 Jakarta has successfully achieved several main objectives, including the improvement of students' literacy skills and their reading interest. The evaluation shows that this program has made a positive contribution to students' academic results as well as the development of their literacy skills. Success indicators such as participation in literacy activities and improvement in students' literacy evaluation results indicate significant progress. Feedback from various school stakeholders shows strong support for this program and a desire to continue developing it.

4. The implementation of SLM at SMAN 109 Jakarta has had a positive impact on enhancing the literacy culture at the school. This program has successfully increased students' reading interest and their overall literacy skills. The evaluation results show a significant increase in student participation in literacy activities and an improvement in their academic performance. Feedback from students, teachers, and parents indicates that this program is

considered successful and provides tangible benefits in improving the quality of education at the school.

### **Conclusion and Implications**

The above findings indicate that at the beginning of the SLM program implementation, various challenges were encountered faced, including the lack of understanding and participation from teachers and students regarding the goals and importance of this program. Limited resources, both in terms of budget and literacy facilities, also became the main obstacles. Facilities such as libraries are inadequate and access to reading materials is still limited, which affects the effectiveness of program implementation in the early stages. Then, in its implementation, the SLM activities were organized according to plan, but their execution in the field encountered various challenges. At the beginning, the coordination between the school management and the program implementers was not optimal, and the monitoring and evaluation of the SLM implementation were still not well-structured, resulting in outcomes that did not meet expectations.

The progressive implementation of SLM shows an increase in student and teacher engagement. In the initial conditions, student participation was very low, but after some time, there was an increase in reading interest, although the final results were not uniform across all students. Some schools successfully improved literacy achievements, but others still need reinforcement in program implementation. At the end of the evaluation period, the SLM program at the mover senior high schools showed quite significant progress. Schools have become more structured in implementing literacy activities, with increased participation from teachers and students. Supporting facilities and infrastructure, although still needing improvement, are already better compared to the beginning of the program. Monitoring and evaluation have also started to be conducted more regularly, which helps to address

shortcomings in the program's implementation. Overall, the SLM program has a positive impact on

the literacy culture in schools, although continuous efforts are still needed to ensure long-term success. The recommendation from this research is that the school literacy movement requires more intensive and comprehensive socialization so that all school stakeholders understand the role and importance of this program in improving student literacy. Furthermore, the school literacy movement needs a more structured and consistent monitoring and evaluation system to assess the progress and achievements of the school literacy movement.

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