

ANALYSIS OF THE IMPLEMENTATION OF A PARTICIPATORY APPROACH IN THE SCHOOL LITERACY PROGRAM AT SMP NEGERI 1 CITEUREUP

Elsa Elviana^{1a}, Fazida Hilya Alifa^{2b}, Maftuhah^{3c*}, and Zahrudin^{4d}

^{1,2,3,4}Master of Islamic Education Management, Faculty of Islamic Education and Teacher Training, Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

^aE-mail: elsaelviana0511@gmail.com

^bE-mail: fazidahilya03@gmail.com

^aE-mail: maftuhah@uinjkt.ac.id

^aE-mail: zahrudin@uinjkt.ac.id

(*) Corresponding Author

maftuhah@uinjkt.ac.id

ARTICLE HISTORY

Received : 20-04-2026

Revised : 07-05-2026

Accepted : 25-06-2026

KEYWORDS

*School Literacy,
Participatory Approach,
Collaboration,
Literacy Culture.*

ABSTRACT

Literacy is a fundamental competence that plays an important role in improving the quality of learning and students' thinking skills. Low literacy achievement has encouraged the need to strengthen the School Literacy Movement through a more inclusive and collaborative approach. This study aims to analyze the implementation of a participatory approach in the School Literacy Program at SMP Negeri 1 Citeureup by examining the implementation process as well as its supporting and inhibiting factors. This study uses a qualitative approach with a case study method. Data were collected through observation, in-depth interviews, and documentation, then analyzed using the Miles and Huberman interactive model. The results showed that the participatory approach was implemented through the active involvement of the principal, teachers, students, and the school committee in the planning, implementation, and evaluation stages of the literacy program. Literacy Wednesday activities, Book Talks, classroom reading corners, as well as poetry performances, speeches, dramas, and student work presentations contributed to building a collaborative literacy culture. The main supporting factors include the commitment of school leadership, cooperation among teachers, and student enthusiasm, while the obstacles faced include limited reading resources, implementation time, and variations in student motivation. The participatory approach not only strengthens the school's literacy culture but also supports the development of students' communication skills, creativity, and self-confidence.

This is an open access article under the CC-BY-SA license.



INTRODUCTION

The Literacy ability, generally such as reading, has become a basic skill to be used as the main foundation for successful learning. As stated in the National Education Standards, reading can be used as a core competency that must be mastered during adolescence, because the learning process requires this competency. The latest Programme for International Student Assessment results, namely PISA 2022 released in 2023, show that the reading literacy, mathematics, and science abilities of Indonesian students are still below the average of OECD countries. The scores obtained reflect the low mastery of basic competencies and students' higher-order thinking skills. Although Indonesia experienced a slight improvement in global rankings, these achievements have not been significant in improving the quality of literacy and numeracy as a whole. In the ASEAN region, Indonesia still lags behind several countries such as Brunei Darussalam and Malaysia (OECD, 2023). This condition confirms that the national education system still requires greater attention and more serious efforts to improve the quality of learning as part of strengthening human resources.

As a response, the government through the Ministry of Education and Culture established Ministerial Regulation Number 23 of 2015 concerning the strengthening of character education, which includes the School Literacy Movement (SLM). This program encourages students to read before learning activities and also aims to build a sustainable literacy culture within the school environment. The SLM is defined as a social movement that includes and involves collaboration among various stakeholders such as principals, teachers, students, librarians, and parents (Abidin et al., 2017). At the implementation stage, SLM activities are carried out through the habit of reading for 15 minutes before learning begins, with both teachers and students reading independently.

Meanwhile, Kurniawan explains that the SLM is a strategic government program to strengthen literacy culture evenly at all levels of education, from elementary to higher education (Kurniawan, Agung et al., 2023). In its implementation, the SLM can run effectively by using approaches that support the achievement of its objectives. One approach to the SLM considered relevant is the participatory approach. This approach emphasizes the active involvement of all school members in the planning, implementation, and evaluation processes of the program. (Rahmawati, 2021) states that the involvement of all school members is important in creating literacy activities that are aligned with students' needs. (Chambers, 1994) emphasizes that participation is not merely attendance but involvement in the decision-making process and responsibility for the outcomes of activities. Within the school context, this approach can be implemented through activities such as reading clubs, creative writing, school magazine production, speech activities, poetry, and discussions guided by students.

However, in reality today, the rapid development of technology is not always utilized properly and optimally by the younger generation. Many students prefer to spend their time on less productive activities, such as watching television, playing without purpose, or excessively using mobile phones (Permatasari, 2015). This condition further emphasizes the importance of strengthening literacy in schools. The results of observations conducted by researchers at SMP Negeri 1 Citeureup show that this school has implemented a literacy program through various activities, such as a 40-minute reading habit every Wednesday before lessons begin, book talk activities, poetry reading and writing competitions, speeches, and dramas performed in the school field and presented every Wednesday. Although it has been implemented optimally, the involvement of school members in the planning and implementation processes of literacy activities has not been entirely equitable. Some activities are still instructive in nature, with teachers and librarians acting as the main planners. Meanwhile, students' aspirations have not been accommodated optimally and comprehensively. This causes some students to participate in literacy activities merely as an obligation rather than due to awareness or interest in the importance of literacy.

This condition indicates the need for a more systematic and directed implementation of the participatory approach in the SLM at SMP Negeri 1 Citeureup. By involving teachers, students, and all school members, it is expected that literacy activities can develop into a more meaningful collective movement, focusing not only on reading but also on developing critical, creative, and collaborative thinking skills.

The urgency of the School Literacy Movement in education has also been widely examined in previous studies. Research by Yohana Nay shows that several strategic efforts are used in the School Literacy Movement,

namely through supporting literacy programs such as the 15-minute reading habit, reading corners, and reading camps (Nay et al., 2024). In addition, research by Rina Tampubolon shows that this literacy movement can increase students' willingness to read, and that the program should be implemented gradually and sustainably (Tampubolon, 2025). Meanwhile, the results of research by Nifi Lamingthon indicate that the implementation of the School Literacy Movement has reached the stages of habituation, development, and learning. The positive impacts of these literacy activities include improving students' reading abilities, increasing students' knowledge of the Indonesian language, and enhancing students' literacy skills in terms of their competencies (Lamingthon & Juliati, 2022).

Although various previous studies have examined the implementation of the School Literacy Movement (SLM), most have focused primarily on literacy activities, reading habits, and efforts to increase students' reading interest. Limited attention has been given to how a participatory approach is operationalized through the active involvement of multiple stakeholders principals, teachers, students, and school committees across all stages of literacy program management, including planning, implementation, and evaluation. Furthermore, empirical evidence on participatory literacy practices in junior secondary school settings remains relatively scarce.

This study addresses these gaps by providing an in-depth analysis of stakeholder participation in the management of school literacy programs. More importantly, it extends existing SLM literature by demonstrating how literacy initiatives can be integrated with student talent development through activities such as speeches, poetry performances, drama, and student work presentations. This integration positions literacy not merely as a reading and writing practice but as a holistic educational strategy that fosters communication skills, creativity, self-confidence, and active student engagement. By highlighting literacy as a participatory and talent-oriented developmental process, this study offers a distinctive contribution to the discourse on school literacy and provides a broader framework for strengthening literacy culture in educational settings.

METHOD

This study employed a qualitative approach using a case study method conducted at SMP Negeri 1 Citeureup, Bogor Regency. The study was carried out in December 2025. The research informants consisted of 1 principal, 2 teachers involved in managing the literacy program, 2 students who actively participated in literacy activities, and 1 member of the school committee. Thus, the total number of informants in this study was 6 people. The informants were selected purposively because they were considered to have relevant and in-depth information regarding the implementation of the participatory approach in the School Literacy Program.

Table 1. Research Informants

No.	Informan	Number
1.	Headmaster	1
2.	Indonesian Language Teacher	1
3.	Literacy Program Coordinator	1
4.	Students	2
5.	School Committee Representative	1
Total		6

Research data were collected through in-depth interviews, observation, and documentation. Semi-structured interviews were conducted to obtain information regarding the implementation of the participatory approach in the School Literacy Program. Observation was used to directly observe the implementation of literacy activities within the school environment, while documentation was used to complement the data in the form of work programs, activity photographs, implementation schedules, and other supporting documents.

Data validity was ensured through source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from the principal, teachers, students, and the school committee. Meanwhile, technique triangulation was carried out by comparing the results of interviews, observations, and documentation to obtain more valid and reliable data. Data analysis employed the interactive model of Miles and Huberman, which consists of four stages: data collection, data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting and focusing on data relevant to the research objectives. Subsequently, the data were presented in the form of narrative descriptions to facilitate the interpretation process. The final stage involved drawing conclusions based on the patterns, themes, and relationships identified throughout the research process (Putri & Desmawati, 2016).

Result and Discussion

Empirically, the implementation of the literacy program at SMP Negeri 1 Citeureup demonstrates a pattern of involvement that reflects the principles of the participatory approach. Based on the results of interviews and observations conducted by the researchers, there are two main focuses of the research findings: (1) the implementation of the participatory approach in the school literacy program and (2) the supporting and inhibiting factors of the implementation of the participatory approach.

Although, in the initial stage of implementation, uneven student participation was still found in several literacy activities, the findings indicate that the school has gradually developed participatory mechanisms that provide greater opportunities for students to be involved in the planning, implementation, and evaluation of the program. This development is reflected in the increasing involvement of students in designing activities, implementing literacy programs, and providing feedback through evaluation activities conducted periodically.

Table 2. Summary of Research Findings

Research Focus	Findings
Planning	Teachers, students, and the school committee are involved in program planning
Implementation	Literacy Wednesday, Book Talk, reading corners, and student work presentations
Evaluation	Google Forms and monthly evaluation forums
Supporting Factors	School leadership, teacher collaboration, student enthusiasm, and school committee support
Inhibiting Factors	Limited facilities, time constraints, and variations in student motivation

Based on Table 2, the implementation of the participatory approach in the School Literacy Program involves the participation of various stakeholders in the planning, implementation, and evaluation stages. These findings indicate that the implementation of the program is not only oriented toward reading activities but also toward strengthening collaboration among members of the school community.

1. Implementation of the Participatory Approach in the School Literacy Program

Based on the results of interviews and observations, the implementation of the participatory approach in the literacy program at SMP Negeri 1 Citeureup is carried out through three main stages: planning, implementation, and evaluation of the literacy program.

a) The planning stage

the principal established a literacy team consisting of school leaders, teachers, students, and representatives of the school committee. According to Antoro, the school literacy team is responsible for ensuring that literacy programs in schools are implemented in accordance with expectations and objectives (Antoro, 2017). In addition, recent research shows that when literacy is designed through a participatory approach involving teachers, students, and the community, literacy quality and reading interest increase significantly (Bintara et al., 2024). Each party is given the opportunity to express ideas and suggestions in designing literacy activities. Based on these findings, the planning of the literacy program at SMP Negeri 1 Citeureup has reflected the participatory principles recommended in the School Literacy Movement policy.

These findings are in line with the study of (Jakob et al., 2026), which shows that a participatory learning approach can improve student learning outcomes because it provides broader opportunities for student involvement in the learning process. Active student participation encourages the creation of more meaningful learning experiences, increases learning motivation, and strengthens a sense of ownership of the implemented program. Therefore, the involvement of various stakeholders in planning the School Literacy Program becomes an important factor in supporting the sustainable success of the program.

Based on the interview results with the principal of SMP Negeri 1 Citeureup, Mrs. Ida, information was obtained that literacy program planning is conducted through joint meetings involving teachers, students, and the school committee. According to her: *"We always hold literacy team meetings before the program is implemented. Teachers and students are given the opportunity to propose activity ideas they like so that the programs developed are more aligned with students' needs."*

These findings indicate that student involvement in the planning process functions not only as a form of consultation but also as a strategy to enhance students' sense of ownership of the literacy program. The greater the involvement of students in decision-making, the more likely they are to actively participate in the implementation of programs that have been jointly designed. This statement shows that the literacy program planning process has applied participatory principles through the involvement of various school elements in decision-making. It is evident that the implementation of the literacy program at the school is based on the principle of togetherness. The school provides opportunities for teachers and students to actively participate in planning literacy activities by proposing various initiatives that align with their interests and potential. Through this approach, the literacy program is not merely instructional but also grows from a sense of ownership among all school members. In addition, to prevent students from becoming bored with literacy activities that focus solely on reading, the school has developed alternative activities by providing opportunities for students to showcase their talents and creativity. These activities are carried out for approximately 40 minutes and form part of the school's strategy to foster literacy interest in a more varied and enjoyable manner.

At the planning stage, school committee participation is organized through literacy deliberation forums held periodically. The principal provides opportunities for teachers and students to contribute ideas regarding the types of literacy activities to be developed. Various programs such as Literacy Wednesday, Book Talk Class, Essay Writing Competitions, and student talent performances conducted on the grounds of SMP Negeri 1 Citeureup emerged from discussion processes involving teachers, students, and the school committee. This mechanism illustrates that literacy program planning at SMP Negeri 1 Citeureup is not top-down in nature but is achieved through collective ideas that develop from the active participation of school members. This approach is consistent with the view of (Abbas & Mutiani, 2021), who emphasize that literacy practices are more effective when designed through collaboration and dialogue among stakeholders, and is further supported by the findings of (Hidayatullah et al., 2025), which indicate that a school literacy culture will develop when program planning incorporates students' voices and needs as part of the decision-making process.

b) The implementation stage.

At this stage, literacy activities at the school are carried out regularly according to the predetermined weekly schedule, such as Literacy Wednesday, Book Talk, Inspirational Class, and Classroom Reading Corners. In this stage, students play an active role as implementers of the activities, while teachers act as facilitators and supervisors. This is in line with the findings of (Aryani & Purnomo, 2023), which state that the direct involvement of students in the School Literacy Movement (SLM) can significantly enhance reading culture (Aryani & Purnomo, 2024).

Based on the results of interviews conducted by the researchers with the Indonesian language teacher, Mrs. Silvia, information was obtained that during the implementation of literacy activities, students are given the freedom to choose reading materials according to their interests. In addition, students are encouraged to develop ideas from their chosen readings and present them through presentation activities. This approach is considered capable of increasing student engagement in literacy activities. These findings are consistent with the results of the study by (Dewi et al., 2025), which emphasizes that providing students with opportunities to choose reading materials and conduct presentations can increase reading interest as well as active student participation in literacy programs (Dewi et al., 2025). Interview results with one eighth-grade student indicated that the freedom to choose reading materials made them more interested in participating in literacy activities. "I prefer it when I am allowed to choose my own book because I can read according to my hobbies. After reading, we can also retell the contents of the book to our friends."

This statement indicates that student involvement in determining reading materials can increase their motivation to participate in literacy programs. The freedom to choose reading materials reflects a paradigm shift from teacher-centered learning to student-centered learning. In the context of the participatory approach, students no longer act merely as recipients of programs but become subjects who have the right to determine learning experiences that align with their interests and needs. This condition strengthens student engagement in literacy activities because they feel they have space to actively participate in determining their own learning process.

In addition, the reading materials used by students are flexible, originating either from the school library or from personal collections. Besides reading, literacy activities are interspersed with talent development activities such as speeches and poetry recitations so that students do not experience boredom. (Putri, Avri'ani & Maknun, 2024) emphasize that activity variation methods in literacy programs play an important role in maintaining student enthusiasm and strengthening literacy culture in schools. The implementation of reading corners as classroom literacy facilities is also in line with the findings of (Kharisma et al., 2025), which state that reading corners can improve students' accessibility to reading materials and encourage more consistent reading habits.

One ninth-grade student revealed that literacy activities became more interesting because they were accompanied by various creative activities. "If it were only reading, it might be boring, but because there are poetry, speeches, and book presentations, it becomes more enjoyable and makes us more confident." These findings indicate that variations in literacy activities can increase student engagement in programs implemented by the school.

The integration of literacy with learning becomes an important component in improving students' academic skills. For example, social studies teachers use news articles as critical reading materials, science teachers use student research reports to develop scientific writing skills, and guidance and counseling teachers integrate literacy through drama activities. The strengthening of collaborative aspects in these literacy activities is supported by the findings of (Asmawati & Mahabbati, 2025), which show that collaboration-based literacy activities, including the use of digital media and educational games, can improve early literacy skills while also encouraging cooperation among students. Thus, the participatory approach implemented by the school not only improves reading and writing skills but also fosters more meaningful collaborative learning for the future.

An interesting finding of this study is the integration of literacy activities with student talent development through poetry performances, speeches, dramas, and student work presentations held on the school field every Wednesday. These activities make the literacy program not only oriented toward improving reading skills but also contribute to the development of students' communication skills, creativity, and self-confidence. This condition demonstrates that literacy can be implemented more broadly as a process of developing students' potential holistically, rather than merely as a reading activity. Therefore, the literacy approach implemented at SMP Negeri 1 Citeureup has innovative value because it integrates literacy culture with the development of students' talents and skills.

The findings of this study are consistent with those of (Bintara et al., 2024), which indicate that the quality of literacy programs can be improved through a participatory approach involving various stakeholders in the implementation of literacy activities. The active involvement of students in this study is reflected in their participation in poetry, speech, drama, and student work presentation activities. Such participation not only strengthens the school's literacy culture but also provides opportunities for students to develop communication skills, creativity, and self-confidence. In this context, literacy is no longer understood merely as reading and writing activities but as a means of developing students' potential comprehensively in cognitive, affective, and social aspects.

c) Program evaluation is conducted periodically through forums involving teachers, students, and the principal.

This evaluation includes discussions of program achievements, challenges encountered, and recommendations for the development of future literacy activities. This evaluation approach is consistent with the concept of participatory evaluation, a model of evaluation that positions all stakeholders as active participants in the process of formulating findings and recommendations (Elhakim, 2025). Based on interviews with the principal, Mrs. Ida, which were reinforced by explanations from Mrs. Silvia, it was found that the school conducts literacy program evaluations regularly once every month. The evaluation involves students as direct participants in literacy activities. Students are asked to provide feedback and suggestions regarding the implementation of activities through Google Form-based questionnaires prepared by teachers. During the process, students are allowed to bring mobile phones from home and are given approximately 10 to 15 minutes to complete the questionnaire. The feedback collected from students is considered important as a basis for consideration in improving and developing literacy programs for the following period.

This statement was reinforced by the results of an interview with one of the students involved in the literacy program evaluation. *"After literacy activities, we are usually asked to fill out a Google Form to provide suggestions about the activities that have been carried out."* This indicates that students are not only participants in the program but are also involved in the evaluation process as a basis for improving future literacy activities. The use of Google Forms in evaluation functions not only as a data collection tool but also as a medium for democratizing student voices. Through this mechanism, students have equal opportunities to express opinions, criticisms, and suggestions without pressure from other parties. This condition strengthens the participatory principle in the evaluation of educational programs.

Evaluation involving student participation provides learners with opportunities to express their experiences, needs, and expectations regarding the implementation of literacy programs. Through this mechanism, schools can obtain more comprehensive feedback, enabling the programs developed to become more adaptive to students' needs. Student involvement in evaluation also reflects the application of democratic principles in the management of educational programs.

The evaluation model that directly involves students through questionnaire completion is consistent with the findings of (Curtis et al., 2021), which emphasize that practice-based program evaluation requires systematic and measurable feedback mechanisms from program participants. In addition, the study by Sari and (Sari & Wahyudin, 2025) shows that the use of digital instruments such as Google Forms in literacy program evaluation has been proven to increase the effectiveness of data collection and strengthen the accuracy of analysis.

The evaluation process, which is conducted in a participatory manner where each party is given equal opportunities to express views and suggestions, reflects the principle of stakeholder involvement, which is believed to improve the quality of program decisions and ensure the relevance of the improvements made. The results of this evaluation are then used as the basis for planning and developing literacy programs for the following semester, as also recommended in studies on the evaluation of the School Literacy Movement in various educational institutions (Laksita & Mawardi, 2021).

2. Supporting and Inhibiting Factors of the Participatory Approach in the Literacy Program

The implementation of the participatory approach in the literacy program at SMP Negeri 1 Citeureup illustrates dynamics influenced by various supporting and inhibiting factors. From the supporting perspective, the commitment of school leadership serves as the main pillar in building a well-directed literacy culture, as reflected in the consistent integration of reading, writing, and discussion activities into the learning process. In addition, teacher collaboration as facilitators also plays an important role through the implementation of structured activities such as Literacy Wednesday, reading corners, and inspirational classes, which facilitate active student participation. Student enthusiasm is reflected in their involvement in various creative activities, including bulletin production, literacy performances, and roles as literacy ambassadors.

Based on the results of an interview with one of the school committee members, information was obtained that the school committee supports the implementation of the literacy program through participation in various school activities and by providing input for program development. According to the committee member: *"We support the literacy program because this activity is very beneficial for students. The school committee strives to assist according to its capabilities, both through moral support and participation in school activities."*

This statement indicates that the support of the school committee is one of the factors that strengthens the sustainability of the literacy program at SMP Negeri 1 Citeureup. These findings are consistent with studies emphasizing that the success of a literacy culture is strongly influenced by the collaboration of school leadership, teachers, students, and the community (Dewi et al., 2025).

However, the implementation of the participatory approach also faces several challenges. One of these is the limitation of facilities, where the lack of variety in reading materials available in reading corners reduces students' interest in exploring a wider range of literature, as indicated by several teachers. This condition is consistent with findings showing that limited facilities can hinder the creation of an effective literacy environment (Mopangga et al., 2025). In addition, the motivation of some students remains low, causing their participation to be merely formalistic. The results of an interview with one student revealed that not all learners have the same interest in reading. *"Sometimes I feel bored if I only keep reading. I prefer it when there are discussions or presentation activities after reading."* This statement indicates that variation in literacy methods is an important factor in maintaining students' motivation and engagement throughout the program. The literacy program coordinator also revealed that the limited book collection remains a challenge in implementing the program. According to the coordinator: *"Some students want newer books, while the available collection is still limited, so additional reading materials are needed."*

These findings indicate that the availability of learning resources is an important factor in supporting the success of literacy programs. In addition to limitations in facilities and the variety of reading materials, the challenges of

implementing the participatory approach are also related to the readiness of human resources. Not all teachers have the same level of experience in managing participatory literacy activities; therefore, continuous training and mentoring are needed to ensure that the quality of the program continues to improve.

This situation indicates the need for a more personal and sustainable coaching approach. Teachers' workload and time constraints also remain obstacles to maintaining the consistency of literacy activities. Furthermore, the lack of specialized training for teachers in managing participatory literacy programs highlights the need to strengthen professional competencies, as emphasized in studies that underline the importance of teacher capacity development in school literacy programs (Aryani & Purnomo, 2023). Overall, the findings and discussion of this study indicate that the success of implementing participatory literacy depends greatly on the strength of internal school collaboration and external support. At the same time, it still requires adequate facilities, enhanced teacher capacity, and motivational strategies for students. By addressing these challenges, schools can strengthen literacy programs that are more inclusive, sustainable, and meaningful for all learners.

CONCLUSION

This study demonstrates that the participatory approach in the School Literacy Program has been implemented through the stages of planning, implementation, and evaluation by actively involving principals, teachers, students, and the school committee. Such stakeholder engagement contributes to strengthening the school literacy culture, increasing students' reading interest, and fostering a more collaborative and inclusive learning environment. A key finding of this study is that the participatory approach extends the function of literacy beyond reading and writing activities by integrating literacy practices with student talent development through poetry, speeches, drama performances, and student work presentations. This finding highlights literacy as a holistic educational process that supports the development of communication skills, creativity, collaboration, and self-confidence among students.

The findings have both theoretical and practical implications. Theoretically, this study enriches the literature on the School Literacy Movement by demonstrating that stakeholder participation across all stages of program management is an important factor in sustaining literacy culture within schools. Furthermore, it broadens the conceptualization of literacy by positioning it as a medium for developing twenty-first-century competencies rather than merely improving reading habits. Practically, the study suggests that schools should adopt more participatory literacy models by creating opportunities for students to contribute to decision-making processes and by integrating literacy activities with students' interests, talents, and creative expressions.

Despite these contributions, this study has several limitations. The research was conducted in a single school context and involved a limited number of participants, which may restrict the transferability of the findings to other educational settings. In addition, the study relied primarily on qualitative data and did not measure the long-term impact of participatory literacy programs on students' literacy achievement and competency development. Future research is therefore recommended to examine participatory literacy approaches in diverse school contexts, employ mixed-methods or longitudinal designs, and explore the integration of digital and technology-based literacy models to enhance stakeholder engagement and strengthen literacy culture in the digital era.

Acknowledgment

The authors would like to express their sincere gratitude to the Principal of SMP Negeri 1 Citeureup, teachers, students, and the school committee for their cooperation and participation in this study. The authors also thank the lecturers of the Master's Program in Islamic Education Management, Universitas Islam Negeri Syarif Hidayatullah Jakarta, for their guidance, support, and valuable suggestions throughout the research process. Appreciation is extended to all parties who contributed to the completion of this study.

REFERENCES

- Abbas, E. W., & Mutiani. (2021). 21st-century skills and social studies education. *International Journal of Instructional Studies*, 2, 82–92. <https://doi.org/10.20527/iis.v2i2.3066>
- Abidin, Y., Mulyati, T., & Yunansah, H. (2017). *Pembelajaran literasi: Strategi meningkatkan kemampuan literasi matematika, sains, membaca, dan menulis*. Bumi Aksara.
- Antoro, B. (2017). *Gerakan literasi sekolah*. Direktorat Jenderal Pendidikan Dasar dan Menengah, Kementerian Pendidikan dan Kebudayaan.
- Aryani, W. D., & Purnomo, H. (2023). Gerakan literasi sekolah (GLS) dalam meningkatkan budaya membaca siswa sekolah dasar. *JEMARI*, 5(2), 71–82. <https://doi.org/10.30599/jemari.v5i2.2682>
- Aryani, W. D., & Purnomo, H. (2024). Gerakan literasi sekolah (GLS) dalam budaya membaca peserta didik sekolah dasar di Indonesia. *Jurnal Ilmu Pendidikan dan Kebudayaan*, 4(2), 47–68. <https://doi.org/10.59031/jkppk.v2i1.329>
- Asmawati, S., & Mahabbati, A. (2025). Enhancing early literacy through collaborative digital educational games: A classroom action research with kindergarten children exhibiting ADHD symptoms. *Journal of Innovation and Research in Primary Education*, 4(4), 2346–2355. <https://doi.org/10.56916/jirpe.v4i4.2295>
- Bintara, L. Y., Kusuma, I. W., & Hotimah, H. (2024). Improving the quality of literacy through a participative approach in teaching and learning in Sambik Bangkol Village. *ABDI*, 6(2), 254–258. <https://doi.org/10.58258/abdi.v6i2.7503>
- Chambers, R. (1994). Participatory rural appraisal (PRA): Analysis of experience. *World Development*. [https://doi.org/10.1016/0305-750X\(94\)90003-5](https://doi.org/10.1016/0305-750X(94)90003-5)
- Curtis, H. L., Gabriel, L. C., Sahakian, M., & Cattacin, S. (2021). Practice-based program evaluation in higher education for sustainability: A student participatory approach. *Sustainability*. <https://doi.org/10.3390/su131910816>
- Dewi, P., Melati, S., Fauzi, A., Fajrin, V., & Sudarmaji, I. (2025). Program literasi sekolah dalam meningkatkan minat baca siswa. *Jurnal Basicedu*, 9(2), 384–392.
- Elhakim, A. (2025). The effectiveness of using participatory evaluation in enhancing institutional performance: A case study from the United Arab Emirates. *Frontiers in Education*. <https://doi.org/10.3389/educ.2025.1596743>
- Hidayatullah, S., N, R. F., & Lestari, H. (2025). The role of students in strengthening digital literacy in Islamic boarding school environments. *Communautaire*, 4(1), 41–54. <https://doi.org/10.61987/communautaire.v4i1.954>
- Jakob, M., Büchel, K., Steffen, D., & Brunetti, A. (2026). Participatory teaching improves learning outcomes: Evidence from a field experiment in Tanzania. *Journal of Development Economics*, 181, 103742. <https://doi.org/10.1016/j.jdeveco.2026.103742>
- Kharisma, N., Kironoratri, L., & Fakhriyah, F. (2025). Penggunaan sudut baca dalam program literasi sekolah dasar. *Jurnal Simki Pedagogia*, 8(1), 1–8. <https://doi.org/10.29407/jsp.v8i1.821>
- Kurniawan, A., Resti, F., Sani, V., & Jamaludin, U. (2023). Implementasi gerakan literasi sekolah dalam meningkatkan minat belajar siswa sekolah dasar. *Edukarya*. <https://doi.org/10.31599/edukarya.v3i1.2377>
- Laksita, A., & Mawardi. (2021). Evaluasi program gerakan literasi sekolah di SD Negeri Kalicacing 02. *Jurnal Basicedu*.
- Lamingthon, N., & Julianti, R. (2022). Implementasi gerakan literasi sekolah dalam menumbuhkan minat baca di SDN 1 Mariana Kecamatan Banyuasin 1. *Jurnal Pendidikan Guru*, 7(2), 15–21. <https://doi.org/10.36982/jpg.v7i2.2102>
- Mopangga, B., Pomalingo, S., & Husain, R. I. (2025). Jurnal riset ilmiah. *Jurnal Riset Ilmiah*, 2(1), 507–517. <https://doi.org/10.62335/0vr5sv42>
- Nay, Y. A., Wau, M. P., Sayangan, Y. V., & Noge, D. (2024). Gerakan literasi sekolah sebagai upaya untuk meningkatkan minat baca peserta didik kelas IV SDK Wolomeli. *I3(1)*, 273–280.

- OECD. (2023). *PISA 2022 results: Factsheets (Vol. I)*. OECD Publishing.
- Permatasari, A. (2015). Membangun kualitas bangsa dengan budaya literasi. 146–156.
- Putri, Avri'ani, E. S., & Maknun, L. (2024). Program literasi sekolah dalam meningkatkan minat baca siswa. *Jurnal Ilmu Pendidikan Dasar*, 4(3), 174–178. <https://doi.org/10.37081/jipdas.v4i3.1976>
- Putri, D. N. N., & Desmawati, L. (2016). Journal of nonformal education and community empowerment. *Journal of Nonformal Education and Community Empowerment*, 2(2), 128–134.
- Rahmawati. (2021). Implementasi program gerakan literasi sekolah di sekolah menengah pertama. *Jurnal Pendidikan dan Literasi*, 5, 123–125. <https://doi.org/10.22219/jkpp.v8i1.11237>
- Sari, I. M., & Wahyudin, U. (2025). Evaluation of literacy education program at PKBM Bina Cipta Ujung Berung. *Jurnal Empowerment*, 14, 203–210.
- Tampubolon, R. A. (2025). *Jurnal Basicedu*, 9(1), 146–151.

