El Midad : Jurnal Jurusan PGMI Vol. 17 No. 1 April 2025
p-ISSN 2087-8389 e-ISSN 2656-4289 p. 1-17
website : http://journal.uinmataram.ac.id/index.php/elmidad email : elmidadpgmi@uinmataram.ac.id

THE INFLUENCE OF THE SCHOOL LITERACY MOVEMENT ON EARLY READING SKILLS

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ABSTRACT

Primary School is the first part of basic education. It serves as the basis for developing students' language skills because students must master four language skills: listening, speaking, reading, and writing. The low initial reading ability of students in grade 1 can influence the success of learning at the next level. By Minister of Education and Culture Regulation Number 23 of 2015, the school literacy movement strengthens the character growth program. One part of the school literacy movement is reading a book for 15 minutes before learning activities begin. This research aims to determine the influence of the School Literacy Movement on reading ability at the beginning of grade 1 at MI Karanganyar. This research uses quantitative methods with a correlational approach to assess the impact of the School Literacy Movement on early reading abilities. The sample in this study consisted of 35 students. The research results show no significant correlation between familiarization with school literacy movements and initial reading ability, with PTS data correlation test values of 0.217 and 0.225 and PAS data correlation test values of 0.102 and 0.570. Based on the research results, it can be concluded that there is no statistically significant relationship between these two variables. Thus, to increase the effectiveness of literacy programs and early reading skills, more systematic and targeted efforts are needed in implementation and continuous monitoring and evaluation to ensure that program objectives can be achieved well. Addressing irregular implementation, increasing resources and supports, and reducing variability in individual responses can help strengthen the relationship between early reading skills and school literacy movement practices.

Keywords: School Literacy Movement, Beginning Reading Ability, Class 1 MI

INTRODUCTION

Elementary School is the first part of basic education and serves as the foundation for students' language skill development. Students must master four language skills: listening, speaking, reading, and writing. These four skills are highly interconnected, often called the 'quadruple skills.' Reading is a fundamental skill that students must possess among these four. The goal is for students to understand various types of writing they encounter in their environment and to be able to convey the content of what they read to those close to them (Chan & Sholeh, 2022).

Reading comprehension is one of the foundational language skills that is deeply embedded (Pang & Son, 2024). Reading comprehension, which is a constructive, active, situational, and strategic cognitive process, is not only related to the reader's language

abilities but also linked to the development of children's emotional skills, such as regulation, socialization, emotion management, expression, understanding, and social interaction (Wenren et al., 2024). Learning to read is a primary goal of education (Lutz et al., 2024). Reading is a highly nuanced skill that consists of two main components: understanding written messages and decoding graphic symbols (Franchi et al., 2023).

Educational attainment is also another indicator that determines how advanced a country is. High-quality human resources can be obtained through higher education, enabling these resources to advance a country in various fields, thus allowing it to compete with other countries worldwide. The three most popular international surveys today are PIRLS (Progress in International Reading Literacy Study), TIMSS (Trends in International Mathematics and Science Study), and PISA (Programme for International Student Assessment). PIRLS assesses elementary students' understanding of reading materials and their participation in the reading process, while PISA evaluates students' performance in mathematics and science (Sapri et al., 2022). Large-scale studies like PIRLS and PISA indicate that education in schools does not automatically enhance reading literacy and comprehension for all students (Völlinger et al., 2023).

This research offers novelty in reading words and sentences for lower-grade students. This is by Minister of Education and Culture Regulation Number 23 of 2015, the School Literacy Movement (GLS) strengthens character development programs with a research focus oriented on the recognition and pronunciation of sound symbols such as letters, words, and very simple sentences, which has not been done much by previous research (Rahayu & Wardhani, 2023). This activity is carried out to increase students' interest in reading and improve their reading skills, so they can gain better knowledge (Yulianto et al., 2022). The purpose of this research is to find out that students can read words and sentences fluently and well; Beginning reading is very important in the early grades (Magdalena et al., 2023). Students need to learn beginning reading because this is the first lesson they need to master (Burke, 2024; Franchi et al., 2023; Lutz et al., 2024; Nurhayati et al., 2020; Pang & Son, 2024; Shani & Behera, 2022; Völlinger et al., 2023; Yunan et al., 2022).

LITERATURE REVIEW

Literacy is the ability to read, understand, write, and use information intended for communication so that it can take place effectively (Mulya et al., 2023; Prasetyo et al., 2024; Utaminingsih et al., 2023). However, literacy is not only related to the ability to read and write but rather to understanding, analyzing, and applying knowledge that can be applied in everyday life. So literacy can be said to be a social practice that is intervened by social and cultural factors in society. The connection with the literacy movement emphasizes comprehensive abilities that do not only involve academic abilities so that student activities in this literacy movement integrate student activities to get used to the culture of reading and writing creatively (Kania et al., 2023; Mahmud & Ekawati, 2023; Nuryadi & Widiatmaka, 2023; Shah et al., 2024; Siahaan & Sirait, 2023). Literacy is seen as a tool for understanding the world and interacting critically in its environment.

Initially, the literacy movement aimed to equip illiterate communities with reading and writing skills. However, over time and with advancements in technology, the ability to read and write alone is no longer deemed sufficient. The scope of the literacy movement has expanded to include not only reading and writing but also understanding and analyzing data, as people need to comprehend the information they receive in order to use it effectively in their daily lives. Consistently, literacy can have a positive impact. The concept of literacy essentially evolves throughout a child's life; therefore, the government has designed the School Literacy Movement (GLS) as a continuous effort to cultivate positive attitudes and behaviours in schools. This literacy movement includes teaching students to read and write to foster character development (Mumpuni et al., 2021).

The School Literacy Movement aims to enhance students' intelligence by developing a literacy culture in schools, enabling students to become lifelong learners. Specifically, the unique objectives of the School Literacy Movement include expanding the existing literacy culture in schools, improving students' abilities and the school environment to become literate, making schools enjoyable and child-friendly learning gardens, helping students manage knowledge, and ensuring the learning process continues by providing various reading materials and serving as a space for students to read (Putri et al., 2024).

The principles outlined in the School Literacy Movement pocketbook are as

follows: Students' character traits should be considered when determining the appropriate instruction level, utilising various texts, and considering students' needs. The School Literacy Movement must be implemented across all aspects of the curriculum in an integrated and comprehensive manner, and various literacy-related activities should be conducted regularly, requiring proficiency in verbal communication and openness to new ideas (Syafitri & Yamin, 2022).

Schools can provide a range of reading materials that may interest students. For instance, they can organize reading areas, create text-rich environments, and implement a fifteen-minute reading time before lessons start (Putri et al., 2024). Schools can also continue implementing other literacy programs to enhance students' reading culture once literacy in disciplines has been established. Examples include hosting discussions about reading texts, conducting free writing activities, and organizing reading festivals (Aryani & Purnomo, 2023). At this stage, every day before class, students engage in fifteen minutes of book reading through activities such as reading aloud, silent reading, shared reading, and/or guided reading. Following this, there are additional activities related to academic and non-academic regulations, such as adapting learning arrangements under the academic regulations of the 2013 curriculum. All approaches are utilized to comprehend texts from all subjects, including the use of graphic organizers (Astuti & Raudhoh, 2021).

Reading is a fundamental basis for the development of knowledge. Students who struggle with reading are likely to have difficulties mastering all subjects and fully participating in the learning process in elementary school (Walimah, 2021). Since classroom learning is largely conducted through reading texts or books, reading is an essential language skill for students to master (Ramadhani & Wulandari, 2022). Beginning reading is the initial stage in teaching reading in lower grades. During this phase, specific techniques are employed to help students recognize letters or letter combinations that form the sounds of language. Special emphasis is placed on pronunciation, intonation, fluency, and clarity of voice. This prepares students to be more ready and confident to advance to higher-level reading or reading comprehension in upper grades (Syafa'atul et al., 2022).

The goal of beginning reading is for students to pronounce or sound out written symbols with perfect intonation, accuracy, fluency, and clarity (Hanisah, 2022). The

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objectives of teaching beginning reading in the classroom include enhancing students' ability to recognize letters and convert text into language sounds, improving their capacity to understand and remember words they read, hear, and recall, and teaching them how to read correctly (Melita et al., 2022). The benefits of beginning reading are to prepare students for reading (Wati et al., 2023). Students should have strong early reading skills by the first grade so that learning in all subjects runs smoothly. They may struggle to grasp other subjects (Sari et al., 2022). Beginning reading is taught gradually in two stages: pre-reading and reading. In the pre-reading stage, students learn how to sit correctly while reading, place the book on the table, hold the book, open and turn pages, and look at and pay attention to the text. Special focus is given to technical elements such as correct pronunciation and intonation, fluency, and voice clarity.

METHODOLOGY

This study was conducted at MI Karanganyar using a quantitative research approach. This research uses quantitative methods with a correlational approach to assess the impact of the School Literacy Movement on early reading abilities (Mukhid, 2021). The population included all students at MI Karanganyar, with a sample of 35 first-grade students consisting of 14 boys and 21 girls. This research determined whether the School Literacy Movement influences early reading skills. The research instruments included tests and questionnaires, with data analysis requirements tested for normality using the Kolmogorov-Smirnov test, assisted by Microsoft Excel and SPSS version 26. Correlation and regression tests would follow if the data were normally distributed; otherwise, the Spearman Rank test would be conducted.

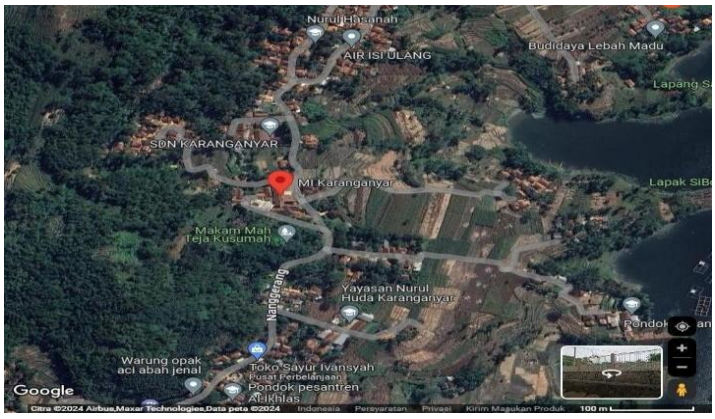

Figure 1. Research Location

RESULT

A dataset can be considered normal through the Kolmogorov-Smirnov Test. The decision criteria are as follows: if the significance value is > 0.05, the data is usually distributed; conversely, if the significance value is < 0.05, the data is not normally distributed. Based on this, the hypotheses proposed for the normality test are:

Ho = The data is usually distributed

Ha = The data is not normally distributed

The testing criteria are as follows:

If P > 0.05, accept Ho

If P < 0.05, reject Ho

The results of the testing for both variables (X and Y) are as follows:

Table 1. Descriptive Statistics PTS

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	75	1	3,0	3,0	3,0
	80	5	15,2	15,2	18,2
	81	2	6,1	6,1	24,2
	82	13	39,4	39,4	63,6
	83	6	18,2	18,2	81,8
	84	3	9,1	9,1	90,9
	85	3	9,1	9,1	100,0
	Total	33	100,0	100,0	

Based on Table 1, the PTS scores are 75, 80, 81, 82, 83, 84, and 85, with frequencies of 1, 5, 2, 13, 6, 3, and 3, respectively. The cumulative percentages for each score are 3.0%, 24.2%, 63.6%, 81.8%, 90.9%, and 100.0%. Most students scored around 82, indicating that 39.4% of students fall into this score category. Additionally, about 63.6% scored 82 or higher. The cumulative percentage shows a relatively even distribution of scores, with most students achieving good results.

Table 2. Test of Normality Variable (PTS scores)

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Var.X	,097	33	,200*	,942	33	,076
Var.Y	,245	33	,000	,856	33	,000

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results from Table 2, the Kolmogorov-Smirnov normality test indicates that the significance for variable X is 0.200, which is greater than 0.05, allowing us to conclude that variable X is normally distributed. However, for variable Y, the significance is 0.000, which is less than 0.05, indicating that variable Y is not normally distributed. Additionally, the Shapiro-Wilk normality test shows that the significance for variable X is 0.076, more significant than 0.05, further confirming that variable X is normally distributed. In contrast, for variable Y, the significance remains 0.000, reinforcing the conclusion that variable Y is not normally distributed.

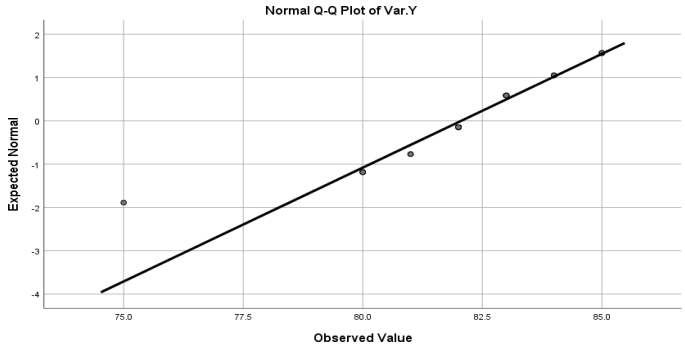

Figure 2. Standard Q.Q Plot of Variable Y (PTS scores)

Figure 2 shows that the analyzed data does not follow a normal distribution, which suggests that the next step will be to conduct the Spearman Rank test. This non-parametric test is suitable for assessing the strength and direction of the association between two ranked variables, particularly when the data do not meet the assumptions of normality.

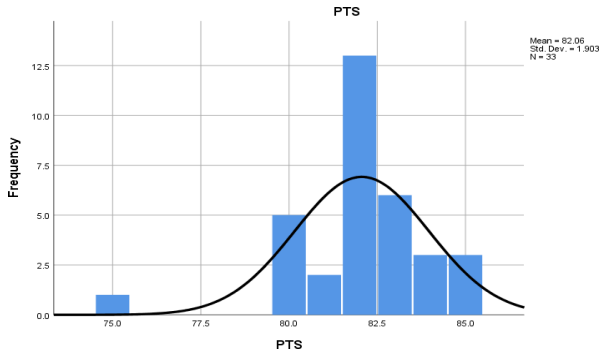

Figure 3. Histogram Variable Y (PTS scores)

Figure 3 shows a distribution that deviates from the symmetric, bell-shaped form typical of a normal distribution. This indicates that the data may be skewed or contain outliers, suggesting non-normal characteristics. Such a distribution can impact the validity of parametric statistical tests, further justifying non-parametric tests like Spearman Rank for analysis.

Table 3. Nonparametric Correlations

			Var. X	Var. Y
Spearman's rho	Var. X	Correlation Coefficient	1,000	,217
		Sig. (2-tailed)		,225
		N	33	33
	Var. Y	Correlation Coefficient	,217	1,000
		Sig. (2-tailed)	,225	
		N	33	33

Based on Table 3, the Spearman's Rank correlation coefficient for variable X against variable Y is 0.217, with a two-tailed significance of 0.225. This indicates no significant correlation between variable X and variable Y. Similarly, for variable Y against variable X, the correlation coefficient remains 0.217, with the same significance level of 0.225. These results confirm no significant correlation between the two variables in either direction.

Table 4. Descriptive Statistics PAS

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	75	1	3,0	3,0	3,0
	80	8	24,2	24,2	27,3
	81	2	6,1	6,1	33,3
	82	4	12,1	12,1	45,5
	83	9	27,3	27,3	72,7
	84	2	6,1	6,1	78,8
	85	5	15,2	15,2	93,9
	86	2	6,1	6,1	100,0
	Total	33	100,0	100,0	

Based on Table 4, the PAS scores are 75, 80, 81, 82, 83, 84, 85, and 86, with frequencies of 1, 8, 2, 4, 9, 2, 5, and 2, respectively. The cumulative percentages for each score are 3.0%, 27.3%, 45.5%, 72.7%, 78.8%, 93.9%, and 100.0%. Most students scored around 83, indicating a valid percentage of 27.3%. Additionally, approximately 72.7% of students scored 83 or lower. The cumulative percentage suggests a reasonably even

distribution of scores, with most students achieving good results.

Table 5. Test of Normality Variable (PAS scores)

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Var.X	.097	33	.200*	.942	33	.076
Var.Y	.158	33	.035	.913	33	.012

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results from Table 5, the Kolmogorov-Smirnov normality test indicates that the significance for variable X is 0.200, which is greater than 0.05, allowing us to conclude that variable X is normally distributed. However, for variable Y, the significance is 0.035, less than 0.05, indicating that variable Y is not normally distributed. Additionally, the Shapiro-Wilk normality test shows that the significance for variable X is 0.076, also more significant than 0.05, confirming that variable X is normally distributed. In contrast, for variable Y, the significance is 0.012, less than 0.05, leading to the conclusion that variable Y is not normally distributed.

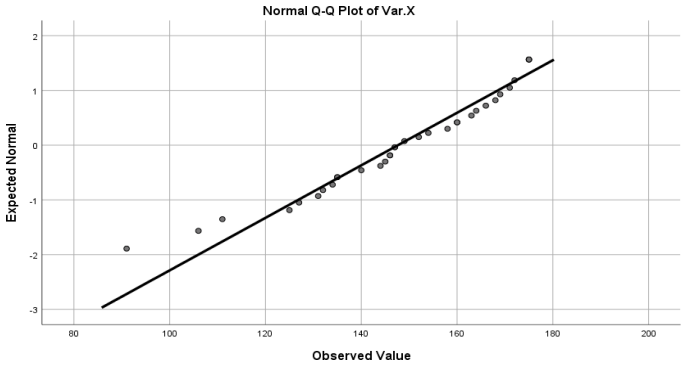

Figure 4. Typical Q.Q Plot Variable Y (PAS scores)

In Figure 4, the analyzed data does not follow a normal distribution, indicating that the next step will be to conduct the Spearman Rank test. This non-parametric test is appropriate for assessing the correlation between ranked variables when normality assumptions are unmet.

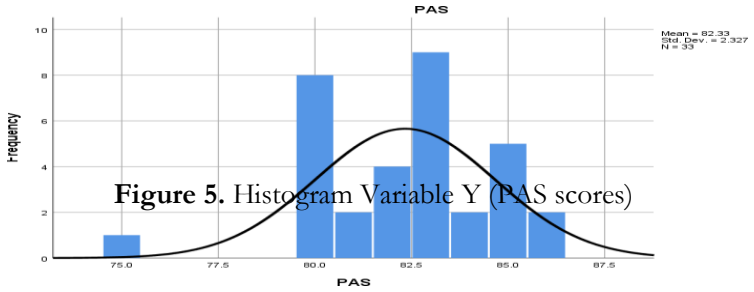

Figure 5. Histogram Variable Y (PAS scores)

Figure 5 shows that the distribution's characteristics deviate from the symmetric, bell-shaped form typical of a normal distribution. This suggests that the data may be skewed or exhibit other non-normal characteristics, which could affect the results of parametric analyses.

Table 6. Nonparametric Correlations

			Var.X	Var.Y
Spearman's	Var. X	Correlation Coefficient	1,000	,102
rho		Sig. (2-tailed)		,570
		N	33	33
	Var. Y	Correlation Coefficient	,102	1,000
		Sig. (2-tailed)	,570	
		N	33	33

Based on the results from Table 6, the Spearman's Rank correlation coefficient for variable X against variable Y is 0.102, with a two-tailed significance of 0.570. This indicates that there is no significant correlation between variable X and variable Y (Sugiyono, 2021)Similarly, the correlation coefficient for variable Y against variable X is also 0.102, with the same two-tailed significance of 0.570. These results confirm no significant correlation between the two variables in either direction.

Table 7. Descriptive Statistics of the Questionnaire

	Score Cumulatice Questionnaire	Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	91	1	3,0	3,0	3,0
	106	1	3,0	3,0	6,1
	111	1	3,0	3,0	9,1
	125	1	3,0	3,0	12,1
	127	1	3,0	3,0	15,2
	131	1	3,0	3,0	18,2
	132	1	3,0	3,0	21,2
	134	1	3,0	3,0	24,2
	135	2	6,1	6,1	30,3
	140	1	3,0	3,0	33,3
	144	1	3,0	3,0	36,4
	145	1	3,0	3,0	39,4
	146	2	6,1	6,1	45,5
	147	2	6,1	6,1	51,5
	149	1	3,0	3,0	54,5
	152	1	3,0	3,0	57,6
	154	1	3,0	3,0	60,6

158	1	3,0	3,0	63,6
160	2	6,1	6,1	69,7
163	1	3,0	3,0	72,7
164	1	3,0	3,0	75,8
166	1	3,0	3,0	78,8
168	1	3,0	3,0	81,8
169	1	3,0	3,0	84,8
171	1	3,0	3,0	87,9
172	1	3,0	3,0	90,9
175	3	9,1	9,1	100,0
Total	33	100,0	100,0	

Based on Table 7, the survey scores are 91, 106, 111, 125, 127, 131, 132, 134, 135, 140, 144, 145, 146, 147, 149, 152, 154, 158, 160, 163, 164, 166, 168, 169, 171, 172, and 175, totalling 33 data points. These scores appear only once, except for 135, 146, 147, 160, and 175, which occur more than once. The score of 175 has the highest frequency, appearing three times, with the highest percentage of 9.1%, followed by several other scores with a percentage of 6.1%. The cumulative percentage shows the accumulation of scores in ascending order. Out of the 33 frequencies, 90.9% rated 172 or lower, while 100.0% rated 175, the highest score in the data. These values indicate that some respondents have a favourable view of the School Literacy Movement and early reading abilities.

DISCUSSION

The statistical analysis results show that the average PTS score is 147.67, while the average PAS score is 146.67. This indicates that, overall, students perform consistently across both tests. The median being equal to the mean for both tests suggests that the score distribution tends to be symmetric or has few significant outliers. The similarity between the median and mean scores for both tests indicates that the PTS and PAS score distributions are relatively stable and consistent. This suggests that test results are likely evenly distributed around the average score. The relatively low standard deviation of 20.846 for both tests indicates that student scores cluster around the mean, with limited variation. This reflects consistency in student performance across the two tests.

The minimum score for early reading ability is 91, while the maximum score is

175. This wide range indicates variation in students' early reading skills. The standard deviation 20.846 shows how far the survey scores are dispersed from the mean. A relatively high standard deviation suggests significant variation in early reading abilities among students. The distribution of the scores indicates that most students have early reading abilities centred around the average score, with few students exhibiting very low or very high reading skills; this was found to be the same as research conducted by Fitriana et al. (2021), Hasibuan et al. (2023), Maharani (2021). Nurhayati et al. (2020), and Yunan et al. (2022).

Based on the results of the normality test, it was found that the data is not normally distributed. This indicates that the data does not follow the expected regular distribution pattern for parametric analysis. Since the data is not normally distributed, the Spearman Rank test was chosen as an appropriate alternative to analyze the relationship between the School Literacy Movement and the early reading abilities of first-grade students at MI Karanganyar. The Spearman Rank test is a non-parametric test to examine the monotonic relationship between two variables. The results of the Spearman Rank test for PTS indicate that the correlation coefficient between the School Literacy Movement (X) variable and early reading ability (Y) is 0.217. The positive correlation coefficient suggests a weak relationship between the two variables, but it is not statistically significant, with a significance value of 0.225. Similarly, for variable Y against variable X, the correlation coefficient is also 0.102, with the same two-tailed significance of 0.570. These results increasingly show the same as research conducted by Al Ayyubi, Bukhori, et al., 2024; Al Ayyubi, Murharyana, et al. (2024), Bukhori & Al Ayyubi (2023), Murharyana et al. (2024); Sabarudin, Al Ayyubi, Rohmatulloh, et al. (2023), and Sabarudin, Al Ayyubi, Suryana, et al. (2023) that there is no significant correlation between the two variables in any direction..

CONCLUSIONS

Implementing the School Literacy Movement can potentially influence the early reading abilities of first-grade students at MI Karanganyar, even though the results do not yet show a significant correlation. The statistical analysis indicates that the average PTS score is 147.67, while the average PAS score is 146.67, suggesting that overall, students perform consistently across both tests. The similarity between the median and

mean scores for both tests indicates that the PTS and PAS score distributions are relatively stable and consistent. The minimum score for early reading ability is 91, while the maximum score is 175. This wide range indicates variation in students' early reading skills. The standard deviation 20.846 shows how far the survey scores are spread from the mean. A relatively high standard deviation suggests significant variation in students' early reading abilities. The distribution of the scores indicates that most students have early reading abilities clustered around the average score, with few students exhibiting very low or very high reading skills. The results of the Spearman Rank test for PTS show that the correlation coefficient between the School Literacy Movement (X) variable and early reading ability (Y) is 0.217. The positive correlation coefficient indicates a weak relationship between the two variables; however, it is not statistically significant, with a significance value of 0.225.

Based on this, it can be said that the habituation of the school literacy movement can potentially influence students' initial reading abilities in grade 1 MI; However, the results have not shown a significant correlation, the variation in students' initial reading abilities in grade 1 MI shows the importance of developing diverse and differentiated learning approaches in teaching reading. Based on the results of the Spearman Rank test, there is no significant relationship between familiarization with school literacy movements and students' initial reading abilities in class 1 MI. So, further research can be carried out to see whether there is an improvement in the habituation of literacy movements carried out by schools based on students' initial reading abilities compared to the students' gender in quantitative research using Analysis of Variance.

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