

Implementation Of A Literacy Program To Improve The Reading Skills Of Low-Grade Students Of SDN 1 Santong Mulia In The School Year 2025

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Abstract

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This study aims to describe the implementation of the literacy program improving the reading skills of low-grade students at SDN 1 Santong Mul. This research used a qualitative approach with descriptive methods. Data collection techniques were conducted through observation, interviews and documentation. The research subjects included low-grade teachers, students in grades I and II, and the principal. The results showed that the literacy program is implemented through reading activities 15 minutes before lessons, providing a reading corner in the classroom, reading picture storybooks together, and parents' involvement in accompanying children to read at home. The impact of the implementation of the literacy program can be seen in the increase in students' interest in reading ability to recognize letters and words, and understanding of the content of simple reading. In addition, students become more active in reading alone and are able to retell the content of the story. Although there are some obstacles such as limited book collections and limited time for individual assistance, in general the literacy program has made a positive contribution in improving the reading skills of low-grade students. This study recommends that the literacy program continue to be developed and supported by all school parties and parents so that the results achieved can be maximized.

Keywords: Literacy program, reading skills

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INTRODUCTION

Education is the learning of knowledge, skills and habits of a group of people that are passed on from one generation to the next through teaching, training or research. To achieve knowledge skills, from generation to generation can be achieved with high literacy skills. (Sriwilujeng, 2017).

Literacy is a window of knowledge because by reading a lot we can add a lot of insight and knowledge. As we know that the learning process to gain knowledge itself is through the process of science, especially reading, knowledge can increase if done through reading a lot of books with continuous and continuous practice. (Vivin, 2019).

As we know, literacy is simply defined as the ability to read and write. However, there are still many students who experience difficulties in literacy skills such as reading and writing. The factors that cause this are varied, ranging from interest in reading, limited vocabulary, less interesting learning methods and literacy programs used by teachers that do not attract students' interest in reading.

(Vivin, 2019). Teachers are professional educators whose main role is to educate, teach, guide, direct, train, assess and evaluate students in formal education. (Sri, 2024).

Teachers are the main facilitators at the school level who are tasked with exploring, developing, optimizing the potential of students to become part of an ethical society, teachers are the main agents in providing education to students, teachers are not only responsible for delivering learning materials, but also assisting in the development of skills and values needed by students. Teachers are the spearhead of education who are responsible for the quality of the nation's next generation, and it can be said that teachers are an important key in the success of education in students. In order to be said by teachers as an important key in building educational success, it is necessary to be creative in attracting students' literacy interest through a good and structured program such as the Literacy program (Irma, 2023).

The Literacy Program is one of the initiatives of educators that is being applied to students. The Literacy Program can be interpreted as a series of actions that are included with structured programs that aim to direct behavioral programs towards students so that they become familiar with literacy activities including reading. (Rezky, 2024).

Based on the results of the initial observations made by the researcher, there was a phenomenon found, namely the lack of students' reading skills so that it made the teacher build a strategy to improve students' reading skills, namely through the literacy program.

This literacy program is first carried out by the class teacher so that students are interested in this literacy activity by inviting students to read alternately or commonly referred to as rolling per sentence, then after that it is continued by reading non-subject books such as folklore or fairy tale books.

With this background, this research is expected to contribute to a deeper understanding of the implementation of the literacy program to improve the reading skills of low-grade students at SDN 1 Santong Mulia. Based on the above background, this research was made to see if the Literacy Program can improve students' reading skills?

RESEARCH METHODS

Researchers conducted research in April in the fourth week to May in the fourth week. In determining a truly effective research, researchers must be very careful in choosing what methods to use. This time the research that will be used is descriptive qualitative research with a type of case study research. The primary data sources are the principal, low-grade teacher, low-grade students at SDN 1 Santong Mulia, Kayangan sub-district, North Lombok district. Researchers used data collection techniques, which were carried out by means of observation (observation), interviews (interviews) and documentation. The validity of data in this qualitative research is to use a credibility test with triangulation techniques. Of the several existing triangulations, only source triangulation, technique triangulation, and time triangulation were used. The analysis technique in this research data consists of three streams of activities that occur simultaneously, namely: data reduction, data presentation and conclusion.

RESEARCH RESULTS AND DISCUSSION

Based on the results of research conducted by researchers through observations, interviews and documentation with teachers and regarding the implementation of the literacy program to improve the reading skills of low-grade students of SDN 1 Santong Mulia in the 2025 school year. This discussion is carried out to answer the formulation of the problem with this research, namely: 1). Implementation of the literacy program to improve the reading skills of low-grade students of SDN 1 Santong Mulia, 2). The impact of the literacy program to improve the reading skills of low-grade students of SDN 1 Santong Mulia.

1. Implementation of a Literacy Program to Improve Low Grade Students' Reading Skills

The implementation of the literacy program in the lower grades of SDN 1 Santong Mulia is done through various strategies aimed at improving students' reading skills. Observations and interviews show that the school actively integrates literacy activities into a daily program called *les literasi*. Literacy activities implemented include reading 15 minutes before learning, providing a shared library at school, and storytelling and shared reading activities.

The activities of the literacy tutoring program every Monday, Wednesday and Thursday afternoon aim to be closer to students who are still minimal in the level of reading ability so that through this literacy tutoring activity the teacher becomes closer to students in assisting the improvement of their reading skills.

The 15-minute reading activity before the lesson starts for grade 3 students is a real step that is consistently implemented. Students are invited to read children's storybooks or light reading according to their ability level. This program has proven effective in getting students used to reading and increasing their interest in reading. In line with the theory put forward by Donal Haldaway (1980) in Literacy Learning theory, literacy is not only a matter of technical reading and writing skills, but also building habits and love for reading activities through a fun and repetitive approach.

In addition, the school library provides easy access for students to read at any time. Teachers also play an active role in guiding students to choose appropriate reading materials, as well as giving appreciation to students who read diligently. Based on the theory of reading development according to Anderson (1985), children's reading development goes through three stages, namely emergent literacy, early reading, and fluent reading. In the emergent literacy stage, students need a lot of exposure to texts and are given fun experiences with books, which has been facilitated through this program.

Storytelling and shared reading activities are also part of the strategies used by the teacher. The teacher reads the story while showing interesting expressions and intonations so that students can understand the content of the story and imitate how to read well. This approach is supported by Vygotsky's theory of Zone of Proximal Development (ZPD), which emphasizes the importance of the role of teachers or adults as mediators who guide students in the process of learning to read.

Overall, the implementation of the literacy program at SDN 1 Santong Mulia has been running well and systematically. Observations showed an increase

in students' enthusiasm for reading and their ability to read more fluently than before the program was implemented. This supports Tarigan's (2008) opinion that reading ability is the main foundation in students' academic achievement because through reading students can understand other lessons better.

2. The impact of the literacy program to improve low-grade students' reading skills

The implementation of the literacy program at SDN 1 Santong Mulia shows a positive impact on improving the reading skills of low-grade students. Based on the results of observations and interviews with classroom teachers and students, it appears that the literacy program, which is implemented routinely for grade 3 every morning before core learning activities, has succeeded in increasing students' interest in reading, ability to recognize letters and words, and understanding of reading content.

One form of literacy program implemented is the 15-minute reading activity before the lesson starts and the provision of a shared library at school. Teachers also actively read picture storybooks and guide students to retell the content of the reading in their own language. This is in line with the opinion of Suherman (2019) who states that reading habituation can consistently improve the absorption and ability to understand texts in elementary school children.

In addition, interviews with students showed that they felt more confident in reading in front of the class after participating in the literacy program. Previously, many students in grades I and II still stuttered when reading and were reluctant to perform in front of the class. But after participating in the literacy program for one semester, most students were able to read fluently and were more enthusiastic about participating in reading activities together. This finding is reinforced by research by Nurhadi (2020) which states that literacy programs not only improve cognitive aspects but also contribute to increasing children's self-confidence.

From the teacher's perspective, the implementation of the literacy program also facilitates the learning process. Teachers no longer spend too much time reteaching simple reading material because students are already familiar with literacy activities. In addition, improving reading skills also helps students understand exam questions, both in the form of narratives and instructions. As explained by Tarigan (2015), reading ability is the main foundation in the student learning process because almost all fields of study require the ability to understand written text.

However, the implementation of the literacy program still faces challenges, such as limited reading materials that are appropriate for students' age and developmental levels and uneven parental support. Some students do not have the habit of reading at home, so literacy reinforcement only occurs at school. In this case, there needs to be synergy between schools and parents through programs such as home reading or storytelling activities at home.

Overall, the impact of implementing the literacy program at SDN 1 Santong Mulia shows significant results in improving the reading skills of low-grade students. This can be seen from the increase in reading fluency, comprehension of reading content and student confidence. This improvement is

evidence that a literacy program that is structured, sustainable and supported by all parties can make a real contribution to improving the quality of learning.

Thus, it can be concluded that the literacy program has a positive and comprehensive impact on the development of low-grade students' reading skills. This impact is not only seen in the improvement of technical reading skills but also in affective aspects such as interest in reading, confidence in reading in public and a positive attitude towards reading activities in general. Therefore, it is important to continue to improve the sustainability and development of the literacy program so that all students have equal opportunities to develop their literacy skills.

CONCLUSIONS

From the results of research conducted by researchers on the implementation of the literacy program to improve the reading skills of low-grade students at SDN 1 Santong Muliant in the 2025 school year, it can be concluded that:

1. The implementation of the literacy program run by SDN 1 Santong Mulia slowly provides a positive increase in students, namely improving students' reading skills. This statement is obtained from the research data instrument that has been carried out with several indicator points that indicate an increase in the reading ability of low-grade students at SDN 1 Santong Mulia.
2. This literacy program has five positive impacts that are evident in the results, namely: 1) Improving Beginning Reading Skills. This systematically designed literacy program can help students improve their reading skills such as recognizing letters and sounds or phonemic linking letters with sounds, reading words, phrases as well as simple sentences to improve reading fluency speed and accuracy. 2) Increasing interest and reading attitudes. Literacy activities such as reading together in the library because these shared reading activities are considered fun by students, especially with the support of illustrated reading books, this can increase students' interest in reading so that indirectly this can also improve students' reading skills. 3) Expanding Vocabulary. Literacy programs that are carried out regularly by reading and also observing picture reading books can improve students' reading skills and also expand students' vocabulary knowledge. 4) Increase self-confidence. The form of increasing self-confidence from this literacy program is that students are more confident when answering questions in class, speaking or conveying the results of their reading in front of the class, this can also make them feel proud of their achievements. 5) Improve Reading Comprehension. The program also encourages them to relate the content of the reading to personal experiences or events around them, which strengthens comprehension and fosters critical thinking skills. Thus literacy programs can not only improve students' reading skills but can also significantly improve students' reading comprehension from an early age.

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