



Evaluation of the School Literacy Movement Program in Gunung Tabur District, Berau Regency, East Kalimantan

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Abstract

The purpose of this study is to foster a love of reading and make schools a place for learning (reading and writing) so that students can be literate throughout their lives. It is hoped that this school literacy program can foster a desire to read and write from an early age. At Gunung Tabur 001 Public Elementary School, Gunung Tabur 002 Public Elementary School, Maluang 001 Public Elementary School, and Samburakat 001 Public Elementary School in Gunung Tabur District, Berau Regency, the school literacy movement was carried out using the CIPP evaluation model. The results of the study showed that in the four schools implementing the School Literacy Movement Program, Context Evaluation had low interest in reading. In addition, students did not make a habit of reading every day. This program supports the vision, mission, and educational goals of the school and instills a culture of reading from an early age. However, its implementation will be adjusted to the circumstances and limitations of the school. According to the Input Evaluation, human resources, facilities, and supporting infrastructure still do not meet the ideal criteria for implementing the School Literacy Movement. Library management is carried out by teachers without special library competencies, literacy training for teachers is not evenly distributed. The Process Evaluation shows that the implementation of the School Literacy Movement still faces various obstacles, including inconsistent reading activities, limited learning time, low student interest in reading, and suboptimal monitoring and involvement of external parties. The Product Evaluation shows that the School Literacy Movement Program has produced positive initial results in the form of increased interest in reading in some students, increased vocabulary, and ease in understanding lessons. However, these achievements are not evenly distributed and are still in the initial stages, so strengthening and sustainability of the program are needed so that the expected goals can be optimally achieved.

Introduction

Reading literacy is a fundamental component of elementary education because students acquire, interpret, and use information through interaction with written texts. Reading is not limited to decoding written symbols but also involves cognitive processes through which learners construct meaning, evaluate information, and connect textual information with prior knowledge. Consequently, the development of reading literacy requires more than the

provision of reading materials; it also depends on students' motivation, opportunities for sustained reading practice, teacher support, and a school environment that encourages literacy as part of everyday learning (Kheang et al., 2024; Chella et al., 2023; Wijaya et al., 2025; Asipi et al., 2022; Hossain, 2024).

Contemporary literacy has expanded beyond the traditional ability to read and write (Guerrero & Sjöström, 2025). It encompasses the ability to access, interpret, evaluate, and communicate information across different forms and contexts. In elementary education, reading literacy is particularly important because it provides a foundation for learning across subject areas (Goyibova et al., 2025; Fathurrochman et al., 2026; Mills et al., 2024). Evidence from international research indicates that interventions designed to strengthen students' reading motivation can produce positive effects on both reading motivation and reading comprehension. A meta-analysis of 39 school-based intervention studies found positive effects on reading motivation and reading comprehension, with interventions designed to stimulate students' interest showing particularly favorable results. The same study also emphasized that intervention characteristics and implementation conditions influence the magnitude of outcomes (Richter et al., 2022; Krendl & Perry, 2023; Shao et al., 2023; Landmark et al., 2024).

Research on elementary literacy intervention also indicates that effective literacy development requires systematic and sustained implementation. A review of literacy interventions for elementary students found that explicit and systematic interventions addressing both the code and meaning dimensions of reading and writing can improve foundational reading skills, while intervention duration, instructional components, and delivery conditions can influence outcomes (Roberts et al. 2022; Roberts et al., 2022; Snowling et al., 2025). These findings suggest that literacy improvement should be examined not only from the perspective of student outcomes but also in relation to the resources, implementation processes, and contextual conditions that support those outcomes.

In Indonesia, this broader understanding of literacy is reflected in the School Literacy Movement (Gerakan Literasi Sekolah/GLS), which was introduced to strengthen reading habits and develop a literacy-oriented school culture (Risgianti & Mulyanto, 2025; Hardiman et al., 2025). The program encourages schools to create opportunities for students to interact with reading materials, develop reading habits, and integrate literacy into learning activities. The implementation of GLS is therefore influenced by multiple factors, including school policy, teacher competence, availability of reading materials, library management, learning time, parental involvement, and monitoring mechanisms (Apriani et al., 2025; Sukanto & Murwaningsih, 2025; Anjarwati & Bahri, 2024).

Previous Indonesian studies have demonstrated that GLS implementation continues to vary across educational settings. Studies using the CIPP model have identified issues related to inadequate facilities, teacher readiness, parental involvement, implementation consistency, and monitoring. For example, recent evaluations in Indonesian schools have shown that although the context and policy foundation of literacy programs may be relatively strong, process implementation and sustainability remain problematic. Other qualitative studies similarly indicate that leadership, teacher involvement, and community support influence the effectiveness of school literacy implementation. These findings indicate that the existence of a literacy policy does not automatically guarantee consistent implementation or equitable outcomes among students.

The CIPP model developed by Stufflebeam provides a relevant framework for examining this complexity because it evaluates a program through four interconnected dimensions: context, input, process, and product (Sarigöz & Bozkurt, 2025; Gautam & Poudel, 2025). Context evaluation identifies needs and the rationale for program implementation; input evaluation

examines the adequacy of human resources, facilities, and other supporting resources; process evaluation examines how the program is implemented and what obstacles emerge; and product evaluation assesses the outcomes generated by the program. Thus, CIPP enables researchers to examine not only whether a literacy program produces positive outcomes but also why those outcomes emerge and what conditions support or constrain implementation (Singh, 2023; Lukersmith et al., 2025; Gulpinar, 2024).

Although previous Indonesian studies have applied CIPP to evaluate school literacy programs, the existing evidence remains concentrated in different geographical, institutional, and educational contexts (Wulan et al., 2026; Sukamto et al., 2025; Utami et al., 2025). Recent studies, for example, have examined GLS in Garut and Gunung Kidul and reported variations in resources, implementation consistency, parental involvement, and program outcomes. Therefore, the novelty of the present study does not lie in the use of the CIPP model itself. Instead, this study contributes contextual and comparative evidence by examining the implementation of GLS across four public elementary schools located within Gunung Tabur District, Berau Regency, East Kalimantan. The four schools operate under different conditions of facilities, teacher readiness, reading resources, and learning environments, allowing the evaluation to examine how contextual and implementation differences are reflected across the four CIPP components.

This setting is academically significant because the study does not merely describe whether GLS is implemented. It examines the relationship between schools' literacy needs, available inputs, implementation practices, and emerging outcomes across multiple elementary schools within the same district. The evaluation therefore provides evidence concerning how a nationally promoted literacy policy is translated into school-level practice in a geographically specific setting (Sukamto & Murwaningsih, 2025). This perspective is particularly relevant because the findings indicate that implementation is adaptive to school conditions and that limitations in resources, teacher preparation, implementation consistency, and monitoring may influence the extent to which literacy activities become institutionalized.

The present study consequently addresses a gap in the existing literature by providing a multi-school qualitative evaluation of GLS in Gunung Tabur District using the CIPP framework, while connecting the four evaluation components to the practical conditions that shape students' reading habits. Rather than claiming that CIPP is a new evaluation model for literacy programs, the study uses the model to generate context-sensitive evidence about the implementation of GLS in an underexamined district-level setting. The findings are expected to contribute practical evidence for strengthening teacher preparation, literacy resources, implementation consistency, stakeholder involvement, and monitoring mechanisms.

Based on this research gap, the study aims to evaluate the implementation of the School Literacy Movement in four public elementary schools in Gunung Tabur District, Berau Regency, East Kalimantan, using the CIPP evaluation model. The study specifically examines the contextual rationale for implementing GLS, the adequacy of inputs supporting the program, the implementation process and its obstacles, and the products or early outcomes generated by the program.

Method

Research Approach

This study employed a descriptive qualitative and quantitative approach using the CIPP (Context, Input, Process, Product) evaluation model. The study was designed as evaluation research to assess the implementation of the School Literacy Movement (SLM) in public elementary schools in Gunung Tabur District, Berau Regency, East Kalimantan. The

qualitative approach was used to describe the program background, resources, implementation, obstacles, and outcomes, while quantitative descriptive information was used to summarize achievement across the four CIPP components.

Research Setting and Participants

The study was conducted at four public elementary schools: SD Negeri 001 Gunung Tabur, SD Negeri 002 Gunung Tabur, SD Negeri 001 Maluang, and SD Negeri 001 Samburakat. Participants were selected using purposive sampling based on their involvement in SLM implementation. They included the Head of the Berau Education Office, the supervisor of the Inti 2 Elementary School cluster, school principals, teachers, educational personnel, and students. Participants represented different stakeholder perspectives on policy, school management, program implementation, resources, and student experiences.

Data Collection Methods

Data were collected through observation, semi-structured interviews, and documentation. These techniques were used to obtain complementary evidence regarding SLM implementation, supporting resources, implementation processes, obstacles, and program outcomes.

Observation

Passive participant observation was conducted to examine the implementation of SLM and the literacy environment in the four schools. The observation instrument consisted of 10 achievement indicators, including 15-minute reading activities, daily implementation, student reading records, participation of school members, libraries or reading spaces, reading corners, reading campaign materials, text-rich environments, use of the wider school environment, and parental or community involvement.

Interviews

Semi-structured interviews were conducted with participants who had direct knowledge of SLM. The interview protocol followed the CIPP framework. Context addressed program background, objectives, school strategies, and stakeholder involvement. Input examined human resources, teacher training, reading materials, library facilities, and financial support. Process focused on literacy activities, teacher roles, student reading interest, and implementation barriers. Product examined program benefits and initial outcomes, particularly students' reading interest, reading habits, vocabulary, and understanding of learning materials.

Documentation

Documentation was used as supporting evidence to examine SLM implementation, school conditions, literacy activities, facilities, and other program-related information. Documentary evidence was compared with observation and interview findings.

Data Analysis

Data were analysed descriptively through data collection, data reduction, data display, and conclusion drawing and verification. Information from observation, interviews, and documentation was organized according to the four CIPP components. Context analysis examined program background, needs, and objectives; Input examined resources and facilities; Process examined implementation and obstacles; and Product examined program benefits and initial outcomes.

Data Credibility

Data credibility was strengthened through triangulation by comparing information obtained from observation, interviews, and documentation. Reported implementation practices were compared with observed conditions in the four schools to identify consistency and differences among data sources.

Research Instrument

The researcher served as the primary instrument, supported by interview and observation guidelines. The instruments were developed based on the CIPP model and SLM objectives. The interview guide covered Context, Input, Process, and Product, while the observation guide consisted of 10 indicators covering literacy activities, school participation, facilities, reading environments, and community involvement.

CIPP Evaluation and Scoring Procedure

The evaluation was organized into four components: Context, Input, Process, and Product. Each component was assessed using evidence from observation, interviews, and documentation and summarized using achievement percentages and qualitative categories.

CIPP Component	Percentage	Category
Context	80%	Good
Input	70%	Good
Process	60%	Fair
Product	70%	Good
Overall	70%	Good

The Context component assessed program needs, objectives, alignment with school vision and mission, and policy support. Input assessed human resources, training, reading materials, facilities, and financial support. Process assessed program implementation, teacher involvement, student reading interest, and obstacles. Product assessed program benefits and initial outcomes, particularly reading interest, reading habits, vocabulary, and understanding of learning materials.

The percentages represent summary achievement levels derived from the evaluation indicators and supporting qualitative evidence. The original research did not provide a detailed mathematical formula, weighting system, or numerical scoring rubric; therefore, the reported percentages are presented as evaluation achievement levels rather than independent statistical measurements.

Results And Discussion

Context Evaluation

The context evaluation examined the background, objectives, and relevance of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) in four public elementary schools in Gunung Tabur District, Berau Regency, East Kalimantan. The context data were obtained through direct interviews with the principals of SD Negeri 001 Gunung Tabur, SD Negeri 002 Gunung Tabur, SD Negeri 001 Maluang, and SD Negeri 001 Samburakat. The interviews focused on the schools' efforts to support their vision and mission, their understanding of GLS, the initiation and implementation of literacy activities, and the factors underlying the establishment of the program.

Context Findings at SD Negeri 001 Gunung Tabur

The principal of SD Negeri 001 Gunung Tabur explained that the school sought to support its vision and mission by developing positive learning habits among students, particularly through reading habituation. The principal stated:

“The school seeks to support its vision and mission by instilling good learning habits in students, one of which is through reading habituation. Our literacy activities are directed toward helping students become accustomed to reading and thinking from an early age.”

Regarding the school's understanding of GLS, the principal described it as a government program designed to establish a reading and writing culture through the provision of non-textbook reading activities. The principal stated:

“The School Literacy Movement is a government program that aims to cultivate reading and writing in the school environment through reading non-textbook materials.”

Regarding the beginning of the literacy program, the principal explained that the activities were initiated following the introduction of the relevant Ministry of Education policy and had continued with adjustments according to the school's conditions:

“Literacy activities began following the introduction of the policy from the Ministry of Education, and we have continued to implement them by adapting them to the school's conditions.”

The principal further identified low reading interest and the absence of well-established reading habits among students as the main reasons for implementing GLS:

“The background is that students' reading interest is still low and their reading habits have not been properly established.”

The interview therefore showed that GLS at SD Negeri 001 Gunung Tabur was motivated by both internal and external factors. Internally, the school identified the need to establish positive learning habits, particularly reading habits, from an early age. Low student reading interest and the absence of a strong reading culture were considered fundamental problems requiring a structured program. Externally, the implementation of GLS was associated with government policy. The school subsequently adapted the program to its available time and supporting facilities so that literacy activities could continue despite existing limitations.

Context Findings at SD Negeri 002 Gunung Tabur

The principal of SD Negeri 002 Gunung Tabur similarly explained that reading habituation was used to support the school's vision and mission. However, the principal emphasized that implementation was not yet consistent because of limitations in instructional time and teacher readiness:

“The school supports its vision and mission through reading habituation among students. Reading activities are made part of school activities to establish positive learning habits, although implementation has not been consistent every day because of limited instructional time and teacher readiness.”

The principal understood GLS as a government program intended to increase students' reading interest and encourage them to read and comprehend texts. The program was also expected to establish a literacy culture involving the entire school community:

“The School Literacy Movement is a government program that aims to increase students' reading interest and habituate students to reading and understanding texts. The program is expected to establish a literacy culture in the school environment by involving the entire school community.”

Regarding the initiation of literacy activities, the principal explained:

“Literacy activities at this school began when the government policy on the School Literacy Movement was implemented. However, in practice, the activities have not yet operated optimally and are still adjusted to school conditions and the allocation of instructional time.”

The principal identified low reading interest as the primary background of the program, particularly because many students were not accustomed to reading books other than textbooks:

“The background for implementing the School Literacy Movement is that students' reading interest is still relatively low. Most students are not accustomed to reading books other than textbooks.”

The interview findings demonstrate that GLS at SD Negeri 002 Gunung Tabur was established in response to low reading interest and insufficient independent reading habits. The school regarded literacy as an important component of positive learning habits and attempted to integrate reading activities into the school schedule. However, implementation remained dependent on internal school conditions, particularly instructional time and human-resource readiness.

Context Findings at SD Negeri 001 Maluang

The principal of SD Negeri 001 Maluang emphasized that the school adapted literacy activities to its existing conditions and capacities. Despite limitations in facilities and infrastructure, the school continued to implement reading activities to support its vision, mission, and objectives:

“The school adjusts literacy activities to the existing conditions and capabilities of the school. Although facilities and infrastructure are still limited, the school continues to implement reading activities to support its vision, mission, and objectives.”

Regarding the meaning of GLS, the principal stated:

“The program called the School Literacy Movement aims to increase students' reading interest and habituate them to reading.”

The principal explained that literacy activities had been conducted for several years, although they had not been implemented routinely every day:

“Literacy activities at this school have been implemented for the past several years, although they have not been conducted routinely every day.”

The main reason for implementing GLS was related to students' limited reading skills and low reading interest:

“The background for implementing the School Literacy Movement is that students do not yet have adequate reading skills and their reading interest is low.”

The interview findings indicate that GLS at SD Negeri 001 Maluang emerged from the school's need to establish students' reading habits while operating under limited institutional conditions. The school recognized that reading interest and independent reading habits had not yet developed adequately. Consequently, literacy activities were implemented gradually and adapted to the school's available resources.

Context Findings at SD Negeri 001 Samburakat

The principal of SD Negeri 001 Samburakat explained that the school attempted to support its vision and mission through reading habituation despite limited facilities:

“The school seeks to support its vision and mission by habituating students to reading even though the facilities available are still limited. Literacy activities are conducted as an effort to establish good learning habits among students.”

Regarding the school's understanding of GLS, the principal stated:

“The School Literacy Movement is a program designed to increase students' reading interest and habituate students to reading within the school environment.”

The principal further explained that GLS had been implemented for several years but remained adapted to the school's circumstances:

“The School Literacy Movement has been implemented for the past several years, but its implementation is still adjusted to the conditions of the school.”

The principal identified the absence of established reading habits as the primary reason for implementing the program:

“The background for implementing the School Literacy Movement is that students are not yet accustomed to reading, so reading habituation is needed at school.”

The interview findings show that GLS at SD Negeri 001 Samburakat was primarily introduced to establish reading habits among students while accommodating the school's limited literacy facilities. The school viewed the program as an initial mechanism for introducing and developing a reading culture. Although implementation had not yet reached optimal conditions, the school continued to adjust the program so that literacy activities could be conducted without disrupting the main learning process.

Cross-School Context Findings

The interviews across the four schools reveal a common background for the implementation of GLS. The program was primarily established in response to low student reading interest and the absence of independent reading habits. The four schools viewed GLS as a means of habituating students to reading, supporting school visions and missions, and improving the quality of learning. Although the schools differed in their internal conditions, particularly in terms of facilities, resources, instructional time, and teacher readiness, all four schools maintained a commitment to implementing GLS as an initial step toward developing a literacy culture.

The interviews also indicate differences in the way each school implemented the program. SD Negeri 001 Gunung Tabur emphasized reading habituation and early development of students' thinking skills, while SD Negeri 002 Gunung Tabur highlighted the limitations of instructional time and teacher readiness. SD Negeri 001 Maluang emphasized adaptation to limited school resources, while SD Negeri 001 Samburakat focused on gradually establishing reading habits despite limited facilities. These findings demonstrate that the implementation context of GLS varied across schools according to their respective institutional conditions

Input Evaluation

The input evaluation examined the availability and adequacy of human resources, literacy facilities, reading materials, and financial support required for the implementation of the School Literacy Movement (Gerakan Literasi Sekolah/GLS). The evaluation was conducted at four public elementary schools in Gunung Tabur District, Berau Regency, involving interviews

with school principals, teachers, and library personnel. The evaluation focused on library management, teacher competence and training, reading corners, library collections, supporting facilities, library visit schedules, students' preferred reading materials, and financial support for literacy activities.

Input Findings at SD Negeri 001 Gunung Tabur

At SD Negeri 001 Gunung Tabur, the interview findings showed that the school library was managed by teachers who received additional assignments rather than by personnel with specific library qualifications. The principal stated:

“The library administrators are teachers who have been given additional assignments and do not yet have a specific background in librarianship.”

Regarding teacher competence, the principal explained that some teachers had participated in literacy training, but participation was not evenly distributed and the training had not been conducted continuously.

The interviews further indicated that most classrooms already had reading corners, although the available book collections remained limited. The school library contained both textbooks and non-textbook materials, including children's stories and fairy tales. Basic library facilities, such as bookshelves and reading tables, were available, but the reading space had not been optimally utilized. The school also did not have a regular library visit schedule, meaning that students' use of the library still depended largely on teacher direction. Among the available reading materials, illustrated storybooks and fairy tales were identified as the types most preferred by students.

These findings indicate that SD Negeri 001 Gunung Tabur already possessed several basic inputs for GLS implementation, particularly reading corners, a library, reading materials, and teachers who had received some literacy training. However, the absence of specialized library personnel, limited reading collections, the lack of continuous teacher training, and the absence of a structured library visit schedule remained limitations in the input component.

Input Findings at SD Negeri 002 Gunung Tabur

At SD Negeri 002 Gunung Tabur, the management of the school library was also assigned to teachers who did not have a specific background in librarianship. The principal stated:

“The management of the school library is currently carried out by teachers who have been given additional assignments and do not yet have specific competencies in librarianship.”

Regarding training, only a small proportion of teachers had participated in literacy training, while most teachers had not received specific training in librarianship.

The availability of classroom reading corners was also limited. Reading corners were available only in several classrooms and were generally simple in design. The library collection remained limited in both quantity and variety. The available library facilities consisted mainly of bookshelves and a relatively limited reading area. Similar to SD Negeri 001 Gunung Tabur, the school did not have a regular library visit schedule. The reading materials most preferred by students were illustrated storybooks because they were considered more attractive and easier for students to understand.

The findings demonstrate that SD Negeri 002 Gunung Tabur had basic infrastructure to support literacy activities, but the availability and quality of inputs remained limited. In particular, the school faced constraints related to specialized human resources, teacher training, classroom reading corners, reading collections, library facilities, and structured library utilization.

Input Findings at SD Negeri 001 Maluang

The input conditions at SD Negeri 001 Maluang were more limited, particularly in terms of human resources and literacy facilities. Regarding library management, the principal stated:

“There is currently no specialized library staff with librarianship competence; library management is still carried out by teachers.”

The informant also explained that teachers had not received specific literacy or librarianship training:

“The teachers at this school have never participated in specific literacy or librarianship training.”

The school had also not provided reading corners in every classroom because of limitations in space and book collections:

“The school has not provided reading corners in every classroom because of limited space and book collections.”

Regarding the library collection, the informant stated:

“The number of books available in the library is still limited, both textbooks and non-textbook materials.”

The condition of the library facilities was similarly limited:

“The library facilities are still basic and do not optimally support literacy activities.”

The school also lacked a regular library visit schedule:

“The school does not yet have a regular library visit schedule.”

Regarding students' reading preferences, the informant explained:

“Simple storybooks are more preferred by students.”

The interview findings show that SD Negeri 001 Maluang faced limitations across almost all input indicators. The school did not have specialized library personnel, teachers had not received specific literacy training, classroom reading corners were not available in every class, book collections were limited, library facilities were basic, and there was no structured library visit schedule. Consequently, literacy activities remained highly dependent on teachers' initiative and direct involvement in the classroom.

Input Findings at SD Negeri 001 Samburakat

The input conditions at SD Negeri 001 Samburakat were relatively similar to those found at SD Negeri 001 Maluang. Regarding library management, the principal stated:

“The school library is managed by an assigned teacher without a specialized staff member with a background in librarianship.”

Regarding teacher training, the informant stated:

“So far, the teachers have never participated in literacy or librarianship training.”

The school had also not provided reading corners in every classroom:

“The school has not provided reading corners in every classroom because of limitations in facilities and infrastructure.”

Regarding the availability of reading materials, the informant explained:

“The collection of books in the school library is still limited, both in terms of quantity and types of reading materials.”

The library facilities were described as basic:

“The library facilities are still basic and do not maximally support literacy activities.”

The school also did not have a routine library visit schedule:

“The school does not yet have a regular library visit schedule for students.”

In terms of students' reading preferences, the informant stated:

“Simple children's storybooks are more preferred by students.”

The interview findings indicate that SD Negeri 001 Samburakat faced limitations in specialized human resources, teacher training, classroom reading corners, reading collections, library facilities, and structured library utilization. Despite these limitations, the school continued to implement literacy activities by utilizing the resources available to it.

Financial Support for the School Literacy Movement

In addition to human resources and physical facilities, the interviews with school principals at the four schools identified financial support as another input component. The main source of funding for literacy activities was the School Operational Assistance Fund (Bantuan Operasional Sekolah/BOS). The funds were used to purchase reading books, maintain school libraries, provide reading corners, and support other literacy-related needs.

However, all informants indicated that the allocation for literacy activities remained limited because schools also had to meet other operational needs. This limitation affected the ability of schools to purchase additional non-textbook reading materials and develop literacy facilities. Some schools continued to rely on previously available book collections without regular additions.

The interview findings therefore indicate that financial support for GLS was available, but the amount was not sufficient to support the program's development optimally. The funding limitation affected the provision of reading materials, literacy facilities, and the sustainability of program development.

Cross-School Input Findings

The interviews across the four schools demonstrate several common characteristics of the input conditions. First, none of the four schools had specialized library personnel with formal librarianship competence. Library management was generally assigned to teachers as an additional responsibility. Second, teacher participation in literacy or librarianship training remained limited. SD Negeri 001 Gunung Tabur had some teachers who had participated in literacy training, whereas the other schools reported more limited or absent specific training.

Third, literacy facilities were available at a basic level, but they were not evenly distributed or sufficiently developed. Reading corners were available in some classrooms, while other classrooms did not have them. Library facilities were generally limited to basic bookshelves and reading spaces. Fourth, all schools reported limitations in the quantity and variety of reading materials. Across the schools, illustrated storybooks, simple children's books, and fairy tales were among the materials most preferred by students.

Fifth, none of the schools had established a fully regular library visit schedule. As a result, library utilization remained highly dependent on teacher direction. Sixth, although BOS

funding provided financial support for literacy activities, the allocation remained limited because it had to be shared with other school operational requirements.

Overall, the input findings show that the four schools had basic resources to initiate and maintain GLS activities, but the available inputs had not yet reached ideal conditions. The principal limitations involved the absence of specialized library personnel, uneven teacher training, limited reading corners and library facilities, insufficient reading collections, the absence of structured library visit schedules, and limited literacy funding. Nevertheless, all four schools continued to implement GLS by utilizing the human resources, facilities, and financial support available according to their respective conditions.

Process Evaluation

The process evaluation examined the implementation of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) and identified the obstacles encountered during its implementation. The evaluation focused on the implementation of literacy activities, the role of teachers, students' reading interest, and the efforts undertaken by teachers and schools to increase students' reading interest. Data were obtained through interviews with teachers at SD Negeri 001 Gunung Tabur, SD Negeri 002 Gunung Tabur, SD Negeri 001 Maluang, and SD Negeri 001 Samburakat.

Process Findings at SD Negeri 001 Gunung Tabur

At SD Negeri 001 Gunung Tabur, the teacher explained that GLS activities primarily consisted of a 15-minute reading session before lessons began, supplemented by reading storybooks in the classroom. The teacher stated:

“The School Literacy Movement activities at this school consist of 15 minutes of reading before lessons and reading storybooks in the classroom.”

The teacher's role involved accompanying students during reading activities, providing an example of reading, and motivating students to participate in reading:

“The teacher accompanies students while they read, provides an example of reading, and motivates students to read.”

Regarding students' reading interest, the teacher explained:

“Students' reading interest is fairly good, but they still need encouragement from the teacher.”

The teacher further explained that the implementation of literacy activities remained highly dependent on the teacher's active role in the classroom and on the prevailing learning conditions. To encourage students' reading interest, the teacher selected attractive reading materials and provided continuous motivation. The main obstacle identified at this school was that students had not yet developed independent reading habits and therefore remained dependent on direct teacher assistance during literacy activities.

Process Findings at SD Negeri 002 Gunung Tabur

At SD Negeri 002 Gunung Tabur, literacy activities also consisted of a 15-minute reading session before learning began. However, the teacher emphasized that the activity was not conducted consistently every day:

“The School Literacy Movement activity conducted at this school is 15 minutes of reading before learning begins, but it cannot yet be conducted consistently every day.”

The teacher described the role of teachers as directing students to read, accompanying them during reading activities, and providing an example by participating in reading:

“Teachers direct students to read, accompany students during reading activities, and provide an example by reading as well.”

In contrast to SD Negeri 001 Gunung Tabur, the teacher at SD Negeri 002 Gunung Tabur reported that students' reading interest was still low:

“Students' reading interest is still low and many students are not accustomed to reading independently.”

The teacher also identified limited instructional time and the readiness of teachers and students as additional obstacles to the implementation of GLS. To address these problems, teachers provided verbal motivation and selected simple reading materials that were easier for students to understand. The interview findings indicate that the main obstacles were low reading interest, the absence of established reading habits, and the lack of consistency in incorporating literacy activities into classroom routines.

Process Findings at SD Negeri 001 Maluang

At SD Negeri 001 Maluang, literacy activities were implemented less regularly. The teacher stated:

“The School Literacy Movement activities at this school are not yet conducted routinely and are only carried out at certain times.”

The teacher explained that teachers directed students to read, provided examples of reading, and guided students during literacy activities:

“Teachers direct students to read, provide examples of reading, and guide students during literacy activities.”

However, students' reading interest remained low. The teacher stated:

“Students still have low reading interest and most students have not yet developed reading habits.”

The teacher identified limited instructional time and students' lack of interest in reading activities as the main obstacles. To address these problems, the teacher provided simple motivation and encouraged students to read books that were easy to understand.

The findings indicate that the implementation of GLS at SD Negeri 001 Maluang was constrained by three interconnected conditions: students' limited interest in reading, the absence of established reading habits, and the limited time and learning conditions available for literacy activities. Consequently, literacy activities could not be implemented regularly.

Process Findings at SD Negeri 001 Samburakat

At SD Negeri 001 Samburakat, literacy activities were conducted only occasionally and had not been incorporated into a regular schedule. The teacher stated:

“The School Literacy Movement activities at this school are conducted occasionally and have not yet been scheduled routinely.”

The teacher described the teacher's role as directing students to read, accompanying them during literacy activities, and motivating them to participate in reading:

“Teachers direct students to read, accompany students during literacy activities, and provide motivation so that students are willing to participate in reading activities.”

Regarding students' reading interest, the teacher stated:

“Students' reading interest is still low because students are not accustomed to reading and are more interested in other activities.”

The teacher further identified limited supporting facilities and students' low reading habits as additional obstacles. The strategies used to encourage participation included reading together with students and providing simple reading materials.

The interview findings show that the main obstacles at SD Negeri 001 Samburakat were the absence of a regular literacy schedule, low student reading interest, and insufficient facilities to support consistent literacy activities.

Cross-School Process Findings

The interviews across the four schools demonstrate that GLS activities had been implemented, but their frequency and consistency varied considerably. At SD Negeri 001 Gunung Tabur, the principal literacy activity consisted of 15 minutes of reading before lessons and classroom storybook reading. At SD Negeri 002 Gunung Tabur, the same activity was implemented but could not be conducted every day. At SD Negeri 001 Maluang, literacy activities were conducted only at certain times, while at SD Negeri 001 Samburakat, activities were conducted occasionally without a regular schedule.

The role of teachers was relatively consistent across the four schools. Teachers directed students to read, accompanied students during reading activities, provided reading examples, and encouraged students through motivation. However, the extent to which teachers could perform these roles was influenced by instructional schedules, classroom conditions, and the readiness of teachers and students.

Students' reading interest also differed across the schools. SD Negeri 001 Gunung Tabur reported relatively better reading interest, although students still required teacher encouragement. In the other three schools, teachers described students' reading interest as low or still developing. A common finding was that students had not yet established independent reading habits and continued to require direct guidance and motivation from teachers.

The main obstacles identified across the four schools were inconsistent literacy activities, limited instructional time, low student reading interest, insufficient independent reading habits, and dependence on teachers' active involvement. At SD Negeri 001 Samburakat, limitations in supporting facilities were also explicitly identified as an obstacle.

Observation Findings Supporting the Interview Results

The interview findings were supported by observations of literacy activities at the four schools. The observations showed that the 15-minute reading activity had not been implemented consistently across all schools. Some schools did not yet have adequate classroom reading corners, did not systematically record students' reading activities, and had not fully utilized the school environment as a literacy-rich learning environment.

The observation findings therefore confirmed the interview results regarding the inconsistent implementation of literacy activities. The available evidence indicates that GLS implementation remained primarily at the basic habituation stage, rather than being fully integrated into routine school and classroom activities.

Process Evaluation Result

The process evaluation shows that the implementation of GLS in the four schools had not yet reached a consistent and sustainable level. Although literacy activities had been introduced in

all schools, their implementation depended considerably on teachers' initiative, available instructional time, student readiness, and school conditions. Students' low reading interest and limited independent reading habits further required continuous teacher guidance and motivation.

Based on the evaluation results, the Process component achieved 60% and was categorized as Fair. This percentage indicates that literacy activities had been implemented in all research locations but had not yet been carried out consistently and continuously. The principal factors affecting process achievement were limited instructional time, low student reading interest, limited supporting facilities, and suboptimal program monitoring.

Product Evaluation

The product evaluation examined the outcomes generated by the School Literacy Movement (Gerakan Literasi Sekolah/GLS) in the four public elementary schools in Gunung Tabur District, Berau Regency. The evaluation focused on the benefits perceived by schools and students, changes in students' reading interest, and the extent to which the program achieved its intended objectives. The data were obtained through interviews with teachers at SD Negeri 001 Gunung Tabur, SD Negeri 002 Gunung Tabur, SD Negeri 001 Maluang, and SD Negeri 001 Samburakat.

Product Findings at SD Negeri 001 Gunung Tabur

At SD Negeri 001 Gunung Tabur, the teacher reported that GLS had generated several initial benefits for students. The teacher stated:

“The benefit of the School Literacy Movement is that students have become more accustomed to reading and their vocabulary has also increased.”

Regarding the outcomes obtained by the school and students, the teacher explained:

“Students find it easier to understand lessons and have begun to enjoy reading.”

Regarding the program's achievement in increasing students' reading interest, the teacher stated:

“The School Literacy Movement has been quite helpful in increasing students' reading interest.”

The interview findings indicate that GLS at SD Negeri 001 Gunung Tabur had produced initial improvements in students' reading habits, vocabulary, and ability to understand learning materials. The findings also indicate the emergence of greater interest in reading. However, these outcomes had not yet been experienced uniformly by all students.

Product Findings at SD Negeri 002 Gunung Tabur

At SD Negeri 002 Gunung Tabur, the teacher reported that one of the main benefits of GLS was the introduction of students to a wider range of reading materials, particularly children's storybooks:

“The benefit perceived from the School Literacy Movement is that students have begun to recognize various types of reading materials, especially children's storybooks.”

Regarding the outcomes of the program, the teacher stated:

“There has been an increase in reading interest among some students, although not all students have experienced the same change.”

Regarding the ability of GLS to increase reading interest, the teacher explained:

“The School Literacy Movement has begun to increase students' reading interest, but the growth has not been evenly distributed.”

The interview findings show that GLS at SD Negeri 002 Gunung Tabur had introduced students to reading activities and different types of reading materials and had generated increased reading interest among some students. Nevertheless, the outcomes remained limited because literacy activities were not implemented consistently and the changes did not occur equally among all students.

Product Findings at SD Negeri 001 Maluang

At SD Negeri 001 Maluang, the outcomes of GLS remained at an early stage. The teacher stated:

“The benefit of the School Literacy Movement perceived at this school is that students have begun to show an interest in reading, particularly when they are provided with simple reading materials.”

Regarding the outcomes experienced by the school and students, the teacher explained:

“Students' reading interest has gradually begun to increase, although the increase has not been significant.”

Regarding the achievement of the program in developing students' reading interest, the teacher stated:

“The School Literacy Movement has helped to develop students' reading interest, but the results have not been optimal.”

The interview findings indicate that GLS at SD Negeri 001 Maluang had generated initial student interest in reading, particularly when students were provided with simple reading materials. However, the increase in reading interest remained limited and was not yet significant. Consequently, the program had not yet fully achieved its intended objectives.

Product Findings at SD Negeri 001 Samburakat

At SD Negeri 001 Samburakat, the teacher reported that GLS had introduced students to books and reading activities. The teacher stated:

“The benefit of the School Literacy Movement is that students have begun to become familiar with books and reading activities.”

Regarding the outcomes obtained by the school and students, the teacher explained:

“Students' reading interest has begun to grow, although it is still at an early stage.”

Regarding the program's ability to increase students' reading interest, the teacher stated:

“The School Literacy Movement has had a positive impact, but the results have not been optimal.”

The interview findings indicate that GLS at SD Negeri 001 Samburakat had generated initial familiarity with books and reading activities and had begun to stimulate students' reading interest. However, the outcomes remained limited and had not yet fully met the intended objectives because the increase in reading interest was not evenly distributed and still required continuous reading habituation.

Cross-School Product Findings

The interview findings from the four schools consistently indicate that GLS had produced positive initial outcomes, although the magnitude of the outcomes differed between schools

and students. At SD Negeri 001 Gunung Tabur, the reported outcomes included increased reading habits, vocabulary development, easier comprehension of learning materials, and increased reading interest. At SD Negeri 002 Gunung Tabur, students became familiar with various reading materials and some students demonstrated increased reading interest. At SD Negeri 001 Maluang, students began to show interest in reading, particularly when simple reading materials were provided, although the increase remained limited. At SD Negeri 001 Samburakat, students became familiar with books and reading activities, while reading interest began to emerge at an early stage.

Across the four schools, the interviews identified several common product outcomes, namely increased student engagement in reading activities, emerging reading interest, greater familiarity with books and reading materials, vocabulary development, and improved understanding of learning materials. However, the improvement in reading interest was not evenly distributed among students and remained at an early stage.

Observation Findings Supporting the Product Evaluation

The product findings from the interviews were supported by observations conducted at the four schools. The observations showed that students had been exposed to reading activities in all research locations, although the level of implementation varied. Schools that conducted reading activities more routinely demonstrated relatively stronger literacy environments than schools where activities were conducted only situationally.

The observed changes in students' reading behavior were assessed through direct observation and teacher perceptions. The schools did not have specific quantitative records documenting students' reading frequency, the number of books read, or literacy achievement measured periodically. Therefore, the product evaluation primarily reflected observable behavioral changes and informants' perceptions of students' literacy development during the implementation of GLS.

The observations and interviews further indicated that some students had begun to demonstrate an interest in reading independently, although this behavior was not yet consistent. Students who participated in literacy activities were also reported to demonstrate increased vocabulary and greater ease in understanding classroom lessons. However, the outcomes varied among schools and students.

Product Evaluation Result

The product evaluation demonstrates that GLS had achieved its initial objectives, particularly in introducing students to reading activities, increasing familiarity with books, stimulating reading interest, and generating perceived improvements in vocabulary and understanding of learning materials. Nevertheless, the outcomes had not yet been distributed evenly across students and schools. The available findings indicate that the program had reached the stage of initial introduction and reading habituation rather than a fully established and sustainable reading culture.

Based on the evaluation results, the Product component achieved 70% and was categorized as Good. This percentage indicates that GLS had generated positive effects on students' interest in reading, vocabulary development, and understanding of learning materials. However, the achievement was not uniform across students and schools, indicating the need for more consistent and sustainable implementation.

Summary of CIPP Results

The results of the evaluation across the four CIPP components are summarized in Table 1.

Table 1. Summary of the School Literacy Movement Evaluation Based on the CIPP Model

CIPP Component	Achievement	Category
Context	80%	Good
Input	70%	Good
Process	60%	Fair
Product	70%	Good

Source: Research findings.

The results show that Context recorded the highest achievement at 80%, followed by Input at 70% and Product at 70%, while Process recorded the lowest achievement at 60%. The Context component reflected the alignment of GLS with school needs, while the Input component reflected the availability of basic human resources, facilities, reading materials, and financial support. The Process component indicated that literacy activities had been implemented but were not yet consistent. The Product component demonstrated positive initial outcomes, including increased reading interest, vocabulary development, and improved understanding of learning materials, although these outcomes were not yet evenly distributed across students and schools

Conclusion

Using the CIPP (Context, Input, Process, Product) evaluation model, the evaluation of the School Literacy Movement (SLM) Program in public elementary schools in Gunung Tabur District, Berau Regency, East Kalimantan, indicates that the program has been implemented with varying levels of effectiveness. The Context evaluation was categorized as Good because the program supports schools' vision, mission, and educational objectives while addressing students' low reading interest and limited reading habits. The Input evaluation was categorized as Fairly Good, although several limitations remain, including insufficient qualified human resources, inadequate libraries and classroom reading corners, limited book collections, and insufficient funding. As a result, program implementation depends significantly on the commitment and initiative of individual schools and teachers. The Process evaluation was categorized as Fair because reading activities were not consistently implemented, instructional time was limited, student interest remained relatively low, and monitoring and stakeholder involvement were inadequate. These challenges prevented literacy activities from becoming fully integrated into daily learning practices. Meanwhile, the Product evaluation was categorized as Fairly Good because the program has generated positive initial outcomes, particularly increased student interest in reading, improved vocabulary, and better comprehension of learning materials. However, these outcomes have not been experienced equally by all students. Overall, the findings suggest that the SLM Program has a strong contextual foundation and has produced encouraging results, but its effectiveness remains constrained by limitations in resources and implementation. Strengthening teacher capacity, improving literacy facilities, increasing funding, and ensuring consistent monitoring and stakeholder participation are therefore essential to achieving sustainable and equitable literacy outcomes.

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