Primary Education Journal (2026)

Primary Education Journal

Journal homepage: e-journal.unimudasorong.ac.id/index.php/primadona



Lower-Grade Teachers' Perceptions of the Implementation of the School Literacy Movement at Sorong Elementary School

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ARTICLE INFO

Received: 29 January 2026
Revised: 3 August 2026
Accepted: 13September 2026
Published Online: 29 October 2026

Keywords: Teacher perception; School Literacy Movement; lower grades; elementary school; Sorong City

ABSTRACT

The School Literacy Movement (Gerakan Literasi Sekolah/GLS) is a comprehensive, participatory initiative that engages all members of the school community, including teachers, students, parents, and the wider community, as an integral component of the educational ecosystem. This study aims to examine the perceptions of lower-grade teachers at SD Advent, Sorong City regarding the implementation of GLS, and to identify the supporting and inhibiting factors affecting its execution. A qualitative research design was employed, with data collected through in-depth interviews, structured observation, and documentation. Informants included the school principal and classroom teachers for Grades I, II, and III. Data were analysed using an interactive model comprising data reduction, data display, and conclusion drawing. Source triangulation was applied to ensure the credibility of the findings. Results indicate that lower-grade teachers perceive GLS as a foundational initiative for cultivating a reading culture, enhancing literacy skills, and forming lifelong learners. Supporting factors include the principal's and teachers' commitment to

implementing Permendikbud No. 23 of 2015, the active participation of school community members, and adequate supporting infrastructure. Inhibiting factors encompass the absence of guidance from the Education Department, the presence of students with low literacy competencies, and insufficient funding for the procurement of literacy-supporting books. These findings suggest that systemic collaboration among school stakeholders, educational authorities, and families is essential for the sustainable advancement of the GLS programme.

How to Cite: Snanfi, M., Asrul, A., & Yulianto, A. (2026). Lower-Grade Teachers' Perceptions of the Implementation of the School Literacy Movement at Sorong Elementary School. *Primary Education Journal,* 3(1), 98-112.

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INTRODUCTION

Literacy constitutes one of the most fundamental competencies in contemporary education. In the context of the twenty-first century, literacy extends far beyond the traditional capacity to read and write; it encompasses the ability to access, comprehend, evaluate, and utilise information critically and intelligently across a diverse range of modes and media (Sutrianto et al., 2016; Wiedarti et al., 2018). The cultivation of literacy from an early age is therefore regarded as an essential prerequisite for developing cognitively capable, socially responsive, and technologically literate citizens (OECD, 2019; Abidin et al., 2017).

In Indonesia, the Ministry of Education and Culture formally institutionalised literacy promotion in schools through the issuance of Permendikbud No. 23 of 2015, which mandates the implementation of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) across all levels of formal education. The GLS is defined as a comprehensive, collaborative social movement aimed at cultivating students' reading habits and building a school-wide culture of literacy, primarily through the practice of fifteen minutes of

non-instructional reading prior to each school day (Kementerian Pendidikan dan Kebudayaan, 2016; Wandasari, 2017). The movement is designed to progress through three sequential stages: habituation (pembiasaan), development (pengembangan), and learning (pembelajaran), thereby ensuring that literacy practices are embedded systematically and sustainably within the daily life of the school (Wiedarti et al., 2018).

At the elementary school level, the GLS is of particular significance, as this stage represents the formative period during which foundational reading and writing competencies are established. Research consistently demonstrates that early literacy intervention has enduring effects on academic achievement, vocabulary development, and critical thinking abilities (Harsiati, 2018; Kern & Schultz, 2018; Fatma Rabia et al., 2024). Notwithstanding the national mandate, the implementation of GLS across Indonesian elementary schools has been characterised by considerable variation, influenced by contextual factors including school leadership, resource availability, community participation, and regional capacity (Batubara & Ariani, 2018; Dafit & Ramadan, 2020; Affandi & Suharjo, 2022).

Teacher perception plays a central role in determining the quality of GLS implementation. As the primary mediators of instructional practice, teachers' understanding, attitudes, and commitment towards literacy initiatives directly shape the degree to which GLS is enacted meaningfully within the classroom (Endaryanta, 2017; Ilmi et al., 2021). Teachers in lower grades, responsible for students at the earliest and most critical stages of literacy acquisition, bear a particularly significant responsibility in this regard. Their perceptions of GLS not only influence their own instructional decisions but also affect the motivational climate experienced by young learners (Purwo, 2017; Elita Genc & Fatma Rabia, 2024).

SD Advent, located in Sorong City, West Papua, represents a school context characterised by both supportive conditions and notable constraints. Preliminary observations and interviews conducted on 22 July 2024 revealed

that GLS had been formally implemented for approximately two years, with structured literacy activities incorporated into daily routines across all grade levels. Nevertheless, significant challenges persisted, including inadequate funding for literacy materials, limited parental engagement, and the presence of students with low baseline literacy competencies. These contextual realities render SD Advent a pertinent and instructive site for investigating teacher perceptions of GLS implementation.

Despite the growing body of research on GLS implementation in Indonesian elementary schools (Batubara & Ariani, 2018; Dafit & Ramadan, 2020; Pujiastuti et al., 2020), empirical studies situated in the eastern Indonesian context, particularly in West Papua, remain scarce. This study therefore aims to: (1) examine the perceptions of lower-grade classroom teachers at SD Advent, Sorong City regarding the implementation of GLS; and (2) identify the supporting and inhibiting factors that influence GLS implementation at the school. The findings are expected to contribute to contextually grounded knowledge on literacy education in under-resourced and geographically peripheral school settings.

METHODS

This study employed a qualitative research design to explore the perceptions and experiences of lower-grade teachers regarding GLS implementation at SD Advent, Sorong City. As Sugiyono (2021) articulates, qualitative research is conducted in natural settings, with the researcher serving as the primary instrument of data collection and interpretation. This approach is appropriate for studies that seek to understand the meanings, perspectives, and contextual dimensions of educational phenomena in depth, rather than to generate statistical generalisations (Moleong, 2018).

Research Site and Participants

The research was conducted at SD Advent, Sorong City, located at Jalan

Perkici No. 1, Remu Utara, Sorong City, West Papua Province. This school was selected on the basis of its active implementation of GLS and its supportive physical and academic environment for literacy activities. Participants were selected through purposive sampling, a technique that involves the deliberate identification of informants who possess relevant knowledge and experience pertaining to the research focus (Moleong, 2018). The informants comprised the school principal and three classroom teachers responsible for Grades I, II, and III, all of whom were directly involved in the planning and delivery of GLS activities.

Data Collection

Data were gathered through three complementary techniques: in-depth interviews, structured observation, and documentation. In-depth interviews were the primary data collection method, conducted using a semi-structured interview guide to allow for flexibility in exploring emerging themes while maintaining consistency across participants. Observations were carried out to document the physical learning environment, the conduct of literacy activities, and the availability of supporting resources. Documentation encompassed school records, literacy programme schedules, classroom materials, and relevant policy documents.

Data Analysis

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña, as operationalised by Sugiyono (2021), comprising three iterative components: (1) data reduction, in which the extensive raw data were systematically condensed through selective coding and thematic identification; (2) data display, in which the reduced data were organised into coherent narrative descriptions and thematic categories; and (3) conclusion drawing and verification, in which findings were interpreted and validated against the data.

Trustworthiness

Credibility was established through source triangulation (Moleong,

2018), whereby data obtained from the school principal, classroom teachers, and documentary evidence were cross-checked to confirm consistency and to identify convergent and divergent perspectives. Member-checking procedures were also employed to ensure the accuracy of interpretations.

RESULTS AND DISCUSSION

Teacher Perceptions of GLS Implementation

The findings reveal that lower-grade teachers at SD Advent, Sorong City, hold broadly positive and constructive perceptions of the GLS, conceptualising it as a foundational initiative for developing students' literacy competencies and fostering a school-wide culture of reading and writing.

Principal's Perspective

The school principal expressed a strong commitment to GLS, describing it as "an important foundation for building a better quality of education." The principal emphasised that the school had created a literacy-rich environment through the display of student work, motivational texts, and literacy artefacts in classrooms, corridors, and communal areas. Structured weekly library visits for all classes and a daily fifteen-minute pre-lesson reading routine had been institutionalised as core GLS components. The principal identified several challenges, including limited parental participation, students' preference for digital media over books, and inadequate physical infrastructure. Efforts to address these challenges included creating a conducive school climate, providing continuous instructional guidance to teachers, and advocating for resource allocation.

These observations align with Wandasari (2017), who emphasised that sustained principal leadership is a critical determinant of the success of GLS implementation. The principal's role in modelling commitment, allocating resources, and fostering a shared vision for literacy is widely recognised as foundational to programme effectiveness (Endaryanta, 2017; Widoyoko, 2016).

Grade I Teacher's Perspective

The Grade I teacher articulated GLS as an initiative aimed at "nurturing reading and writing abilities and forming a literacy culture so that students become lifelong learners." Supporting factors identified included the shared commitment of the principal and teaching staff, the availability of reading materials, and parental support. Positive outcomes reported encompassed enhanced quality of life, the formation of lifelong learning characters, and the development of socially and ethically aware students. The absence of a classroom reading corner was noted as a resource gap, while the integration of audio-visual media was highlighted as an effective strategy for sustaining student engagement.

Grade II Teacher's Perspective

The Grade II teacher concurred that GLS aimed to "cultivate a literacy culture at school, enhance students' reading interest, and develop their literacy abilities." Inhibiting factors articulated by this informant included low reading interest among students, insufficient parental support, and constraints related to time and budget allocation. The positive outcomes of GLS were described in terms of broadened vocabulary, general knowledge expansion, and increased student motivation. The use of audio-visual materials was identified as particularly effective in reducing student boredom and facilitating comprehension. The absence of a classroom reading corner was also noted, with the school library serving as the primary resource for literacy activities.

Grade III Teacher's Perspective

The Grade III teacher emphasised that GLS was intended to "develop every student's reading and writing abilities so that they become more intellectually capable." The teacher cited teacher enthusiasm and student autonomy as key supporting factors, while identifying the limited availability of media and resources, as well as inadequate parental support, as primary inhibiting factors. The anticipated outcomes of GLS included accelerated acquisition of reading and writing skills and significant expansion of students'

knowledge horizons.

Collectively, the perceptions expressed by lower-grade teachers demonstrate a strong alignment with the developmental objectives of GLS as articulated in national policy documents (Kementerian Pendidikan dan Kebudayaan, 2016). The consensus that GLS promotes not only cognitive but also socio-emotional and character development corroborates the findings of Dafit and Ramadan (2020), who reported that teachers in Indonesian elementary schools perceive GLS as contributing to students' holistic development. Furthermore, the emphasis on lifelong learning aligns with the broader educational vision outlined in Merdeka Belajar policies and the Pancasila Student Profile framework.

GLS Programme Implementation at SD Advent, Sorong City

GLS had been formally implemented at SD Advent for approximately two years, spanning from the early 2023–2024 academic year. The programme was applied across all grade levels, from Grade I to Grade VI, with activities tailored to the developmental needs of each class. Implementation was guided by the three-stage GLS framework: (1) habituation, through daily fifteen-minute pre-lesson reading; (2) development, through structured library visits and literacy-enriched classroom environments; and (3) learning, through the integration of literacy competencies into formal instructional activities. This staged implementation reflects the model advocated by Wiedarti et al. (2018), who emphasise the importance of progressive and systematic literacy development within the school context.

Among the six basic literacy domains advocated by GLS policy, three were actively implemented at SD Advent: library literacy (through weekly library visits), visual literacy (through the use of visual media in classroom instruction), and technology literacy (implemented primarily at the upper grade levels). The selective application of literacy domains, while reflecting resource and capacity constraints, is consistent with findings reported by Ilmi et al.

(2021) and Pujiastuti et al. (2020), who noted that GLS implementation in many Indonesian schools remains partial, with the habituation stage being more consistently enacted than the development and learning stages.

Supporting Factors of GLS Implementation

Three principal supporting factors were identified through observation, interviews, and documentation.

First, the commitment of the school principal and teachers to implementing Permendikbud No. 23 of 2015 was consistently identified as the most critical enabling condition. The presence of literacy-rich physical environments, characterised by displayed student work, motivational posters, and reading corners, as well as structured weekly literacy schedules across all classes, provided tangible evidence of institutional commitment. This finding corroborates Batubara and Ariani (2018), who demonstrated that strong leadership commitment is the most significant predictor of GLS programme fidelity and effectiveness in Indonesian elementary schools.

Second, the active participation of school community members, including students, teachers, and administrative staff, was identified as a crucial enabling factor. The existence of a functioning school literacy team (tim literasi), the establishment of daily reading routines, and the provision of classroom reading materials collectively demonstrated a school-wide investment in literacy development. Damayanti and Nasiwan (2019) similarly found that active stakeholder participation significantly enhances both student reading interest and programme sustainability.

Third, the availability of supporting physical infrastructure, particularly the school library with its diverse collection of fiction and non-fiction books, contributed meaningfully to programme implementation. The differentiation of reading materials by grade level, with image-heavy texts for lower grades and text-intensive materials for upper grades, reflects sound pedagogical practice aligned with developmental reading theory (Abidin et al., 2017). This infrastructure base is consistent with the minimum standards for GLS

supporting conditions outlined in national guidelines (Kementerian Pendidikan dan Kebudayaan, 2016).

Inhibiting Factors of GLS Implementation

First, the absence of targeted guidance or programme support from the local Education Department represented a systemic constraint. The lack of a dedicated GLS implementation manual for elementary schools, as well as the absence of institutional training or monitoring mechanisms, limited the capacity of the school to develop and refine its programme. This finding echoes concerns raised by Budiharto et al. (2018) and Affandi and Suharjo (2022), who observed that insufficient policy-level support from educational authorities consistently undermines GLS implementation quality and sustainability.

Second, the presence of students with low baseline literacy competencies, particularly those in Grades I and II who had not yet achieved reading fluency, posed significant instructional challenges. Observations revealed that some students struggled to read independently, required dictation support for writing tasks, and demonstrated difficulty sustaining attention during literacy activities. These findings align with national data indicating persistently low literacy achievement among Indonesian elementary students, as evidenced by PISA 2018 results (OECD, 2019), and underscore the need for targeted early literacy intervention beyond the GLS framework (Harsiati, 2018; Nurhasanah & Sobandi, 2016).

Third, the chronic underfunding of GLS, with literacy book procurement dependent on residual BOS (school operational) funding, severely constrained the availability and diversity of reading materials. Multiple informants identified this as the most practically limiting obstacle to programme advancement. This resource constraint is consistent with findings reported by Endaryanta (2017), Dafit and Ramadan (2020), and Wandasari (2017), all of whom identified financial limitations as a pervasive challenge to GLS implementation across diverse Indonesian school contexts. The structural

dependence on discretionary BOS funding, in the absence of dedicated literacy budgets, reflects a systemic gap between national policy aspirations and local implementation realities

CONCLUSION

This study examined the perceptions of lower-grade teachers at SD Advent, Sorong City, regarding the implementation of GLS, and identified the key factors influencing its execution. The findings indicate that lower-grade teachers hold positive and constructive perceptions of GLS, recognising it as a vital initiative for cultivating reading and writing habits, fostering a literacy culture, and developing lifelong learners. GLS has been implemented at SD Advent for approximately two years, encompassing daily fifteen-minute reading routines, weekly library visits, and literacy-enriched classroom environments across all grade levels.

Three principal supporting factors were identified: the strong commitment of the school principal and teaching staff to GLS policy mandates, the active participation of school community members, and the availability of supporting physical infrastructure, particularly the school library. Conversely, three inhibiting factors constrained programme development: the absence of guidance and support from the local Education Department, the presence of students with low literacy competencies, and the chronic underfunding of literacy book procurement. Addressing these constraints requires concerted action at both the institutional and systemic levels, including the provision of dedicated literacy budgets, structured teacher professional development, and the strengthening of school–family–community partnerships.

Future research should employ longitudinal or comparative designs to examine the developmental trajectories of GLS implementation across schools in West Papua and other eastern Indonesian provinces, with particular attention to the intersection of resource constraints, community engagement, and student literacy outcomes.

Acknowledgments

The authors express their sincere gratitude to the school principal, teachers, and students of SD Advent, Sorong City, for their generous cooperation and willingness to participate in this research. The authors also extend their appreciation to Universitas Pendidikan Muhammadiyah Sorong for its institutional support throughout the research process.

Declarations

Author Contribution	:	Melanesia Snanfi: Conceptualization, Data Collection, Writing – Original Draft; Asrul: Writing – Review & Editing, Supervision; Ahmad Yulianto: Validation, Formal Analysis, and Supervision.
Funding Statement	:	This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.
Conflict of Interest	:	The authors declare no conflict of interest.
Additional Information	:	No additional information is available for this paper.

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