

AN EVALUATION OF THE LITERACY PROGRAM IN ISLAMIC RELIGIOUS EDUCATION LEARNING AT SD-TQ MUADZ BIN JABAL KENDARI

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Abstract

The literacy program is an initiative implemented in schools aimed at increasing students' interest in reading and writing. Specifically, at SD-TQ Muadz Bin Jabal Kendari, several activities are carried out to support the literacy program, including 15 minute reading sessions, reading in the library or reading corners, and the integration of literacy into subjects, particularly Islamic Religious Education (PAI). Therefore, this study aims to evaluate the School Literacy Movement (GLS) program at SD-TQ Muadz Bin Jabal Kendari and its application within the Islamic Religious Education learning process. This research uses a qualitative approach, with data collected through observation, interviews, tests, and documentation. The subjects of the study are the teachers (ustadz and ustadzah) and students of SD-TQ Muadz Bin Jabal Kendari. Data analysis techniques include data collection, data reduction, data display, and verification or conclusion drawing. The research findings reveal that the literacy program at SD-TQ Muadz Bin Jabal Kendari consists of several activities, such as reading in classroom reading corners or the library, and 15 minute reading sessions before lessons begin. The evaluation of the GLS program implementation includes: context evaluation literacy implementation is regulated by the principal's decree, establishing a literacy team; input evaluation the school is well prepared in terms of human resources (teachers and students), facilities (library and classrooms), and external support, particularly through collaboration with Nyalanesia to enhance school literacy; process evaluation literacy activities have been carried out fairly well, though further development and variation are needed to maintain student interest; product evaluation the GLS program has improved student learning outcomes, as shown by the 53% mastery rate in class 2C (which used literacy based learning) compared to only 33% in class 2D (which used conventional learning methods).

Keywords: *Evaluation CIPP, Islamic Education, Literation*

A. Introduction

Literacy is a fundamental ability to understand, access, and utilize information through various activities such as reading, writing, listening, speaking, and arithmetic (Harjono, 2019). In the context of the School Literacy Movement (Gerakan Literasi Sekolah-GLS), the Ministry of Education and

Culture (Kemendikbud, 2016) defines literacy as the critical thinking ability to interpret information in order to improve quality of life. Literacy also encompasses 21st-century skills, including visual and digital competencies. The School Literacy Movement is a collaborative effort involving all school components to cultivate a literate culture. According to Law No. 3 of 2017, literacy serves as an essential means to access knowledge and technology to drive better life changes (Lestari et al., 2019).

The School Literacy Movement (GLS) program is a participatory activity involving the entire school community to foster a lifelong literacy culture. This program is crucial considering the low literacy rate in Indonesia. Based on the World's Most Literate Nations research (2016), Indonesia ranked 60th with a reading interest of only 0.001%, meaning only 1 in 1,000 people has a high reading interest. This low reading interest is influenced by environmental factors, family, and limited access to reading materials. The PISA survey also showed Indonesian students' reading ability scores of only 397 out of 72 countries (ranked 64th), which further dropped to 371 in 2018 (ranked 74th out of 79 countries). These data demonstrate the urgent need to strengthen literacy through the GLS program in schools (Kusumaningrum, 2019).

The problem of low literacy in Indonesia prompted the Ministry of Education and Culture to launch the School Literacy Movement (GLS) program in July 2016. The program aims to increase students' reading interest through several stages: habituation, development, and learning. During the habituation stage, students are accustomed to reading for 15 minutes every day, especially non-textbooks such as newspapers, magazines, or children's stories. The development stage focuses on students' ability to respond to readings through reflective activities and discussions. Subsequently, the learning stage integrates literacy into all subjects to strengthen students' overall comprehension (Haidar & Sholeh, 2021).

The School Literacy Movement (GLS) program plays an important role in realizing lifelong learning. This is reinforced in various school accreditation regulations, such as Permendikbud Numbers 002 to 005/H/AK/2017, which stipulate literacy as one of the indicators in graduate competency standards. These instruments emphasize that students must demonstrate behaviors as true learners through literacy experiences and habituation at school. Assessed aspects include planning and evaluation of literacy programs, provision of dedicated time for literacy activities, reading habits, literacy competitions, publication of written works, awarding recognition, and literacy training. Thus,

GLS becomes an integral part of creating an active, reflective, and sustainable learning environment (Kemendikbud, 2016).

Initially, literacy learning in schools was only aimed at students mastering the linguistic literacy dimension. The linguistic dimensions expected to be mastered by students include the language system (covering phonemes, morphemes, grapho-phonemic, and syntax), language context, and language variations. Subsequently, literacy learning aims for students to master both the language dimension and the cognitive literacy dimension, which includes comprehension processes, reading processes, writing processes, and the concept of written interview analysis (Abidin, 2015). Therefore, the literacy program strives to make literacy activities a habit or popular culture among adolescents. Thus, the School Literacy Movement program needs to be tested to determine its impact on students' reading skills. Hence, the researcher intends to evaluate and analyze the GLS program implemented at SD-TQ Muadz Bin Jabal Kendari.

The School Literacy Movement (GLS) program fundamentally aims to create a literate environment not only in schools but also in society and at the national level. The learning stage is the final phase of GLS, where literacy is integrated into all subjects, including Islamic Religious Education (PAI). At SD-TQ Muadz Bin Jabal Kendari, PAI learning is conducted for 4 teaching hours per week, each lasting 35 minutes (Malawi, 2017). Based on observations, PAI teachers have integrated literacy throughout all stages of learning, from planning, implementation, to evaluation. Literacy practices in PAI include 15 minutes of reading before lessons begin, active discussions involving students' opinions, reading materials alternately in class, and oral evaluations to measure students' critical thinking ability and courage in verbally expressing answers. This shows that literacy culture has become an integral part of the PAI learning process at the school.

Based on these empirical foundations, the researcher seeks to evaluate the School Literacy Movement program at SD-TQ Muadz Bin Jabal Kendari. The evaluation model used in this study is the CIPP evaluation model developed by Stufflebeam in 1983. This model is chosen because the researcher does not only focus on the goals of a program but on the entire sequence related to the program, reviewed from the needs for the program, the process of the program, and the impacts generated by the program (Pahriati, 2020).

This study examines the evaluation of the School Literacy Movement (GLS) program and its impact on Islamic Religious Education (PAI) learning by using the CIPP evaluation model (Context, Input, Process, Product). Several previous studies show relevance to this focus. For example, a study by Viktor

Tanda Vanbela, Nurhattati Fuad, and Arita Marini (2018) at SDN Rorotan 05 North Jakarta evaluated GLS implementation using the CIPP model and showed very good results, with a program achievement rate of 90.01%. Furthermore, a study by Fitriyani (2020) at SDN 2 Teluk Dalam investigated GLS's role in increasing students' reading interest, and although it did not use a systematic evaluative approach, results showed a significant increase in students' reading habits. Another study by Rahmawati (2021) at SMPN 1 Purbalingga reinforced these findings, concluding that 15-minute reading habituation through GLS improved students' reading comprehension, particularly in Indonesian language subjects. These three studies emphasize the importance of GLS in supporting learning outcomes, although none specifically examine its relation to Islamic Religious Education, as the focus of this research.

This study offers several novelties that distinguish it from previous studies. The primary focus is not only on the general implementation of GLS but specifically links it to Islamic Religious Education (PAI) learning, which is rarely examined. The research location at SD-TQ Muadz Bin Jabal Kendari, a Qur'an Tahfiz-based school, provides a new perspective on literacy integration in religiously nuanced learning. This study also directly measures the impact of GLS on student learning outcomes, finding that classes implementing literacy achieve a completeness rate of 53%, higher than conventional classes (33%). Additionally, the study uses the comprehensive CIPP evaluation model to assess needs, implementation, and outcomes of the program, thus providing a scientific contribution to the development of GLS based on PAI in Islamic schools.

B. Research Methods

The research employed a qualitative approach with an evaluative research design, utilizing the CIPP (Context, Input, Process, Product) evaluation model. The focus of this study was the evaluation of the School Literacy Movement program. In addition to evaluating the literacy program, the researcher also analyzed its impact on the teaching and learning of Islamic Religious Education, specifically from the perspectives of planning, implementation, and assessment of the instructional process (Ambiyar. 2019).

Data analysis in this study was conducted using a descriptive qualitative approach following the Miles and Huberman model, which includes data collection, data reduction, data display, and conclusion drawing. Data were obtained through observations of literacy activity implementation, interviews with the principal, teachers, and students, as well as documentation of learning

activities and the literacy program at SD-TQ Muadz Bin Jabal Kendari. The analysis results indicate that the literacy program was implemented systematically through activities such as 15-minute reading sessions before lessons, the utilization of reading corners, and the integration of reading and writing activities into Islamic Religious Education (PAI) learning. Evaluation based on the CIPP model shows that in terms of context, the literacy program is fully supported by the school principal's policy through the formation of a literacy team and the existence of written regulations.

In terms of input, the school has demonstrated readiness for program implementation with supporting facilities such as a library, reading corners in each classroom, and partnerships with external parties (Nyalanesia), which strengthen the literacy ecosystem. The implementation process of the program runs quite well, although there is a need for developing activity variations to prevent monotony. The involvement of PAI teachers in embedding literacy activities into the learning process is also an indicator that literacy is not merely understood as an independent reading activity but has become part of the instructional approach in the classroom. The product evaluation shows a significant improvement in learning outcomes, where classes implementing literacy demonstrate a higher level of completeness compared to conventional classes.

Data validation was carried out using three main techniques: prolonged observation, persistent observation, and triangulation of sources and methods. Triangulation was conducted by comparing interview results between teachers and students with learning documents and direct observation findings. This technique strengthens the validity of the data and ensures the objectivity of the research findings. The researcher also actively performed cross-checking of PAI learning evaluation results with students' grade documents as empirical evidence. Therefore, the entire data validation process was carried out comprehensively and systematically to ensure the reliability and accuracy of the research findings.

Table 1. Validity and Reliability Test of Multiple-Choice Items

Number	1	2	3	4	5	6	7	8	9	10
R Count	0,521	0,433	0,431	0,314	0,464	0,412	0,413	0,358	0,433	0,314
r table	0,304	0,304	0,304	0,304	0,304	0,304	0,304	0,304	0,304	0,304
Inter	V	V	V	V	V	V	V	V	V	V
Cronbach Alpha	0,408									

Based on the results of the item validity test with 44 respondents, it is known that all tested items are valid. The reliability level is categorized as **moderate**, with a reliability coefficient of **0.408**.

Table 2. Validity and Reliability Test of Completion and Essay Items

Number	1(b)	2(b)	3(b)	1	2a	2b	2c	3a	3b	3c
R Count	0,604	0,701	0,480	0,613	0,916	0,927	0,932	0,881	0,928	0,934
r table	0,304	0,304	0,304	0,304	0,304	0,304	0,304	0,304	0,304	0,304
Inter	V	V	V	V	V	V	V	V	V	V
Cronbach Alpha	0,934									

Based on the results of the item validity test with 44 respondents, it is known that all tested items are valid. The reliability level is categorized as **very high**, with a reliability coefficient of **0.934**.

C. Result and Discussion

1. Result

Context Evaluation of the Literacy Movement Program at SD-TQ Muadz Bin Jabal Kendari: Implementation and Objectives

The literacy movement program at SD-TQ Muadz Bin Jabal Kendari has been in place since 2017 as part of the school's adaptation to the 2013 Curriculum. Interviews with the principal and teaching staff revealed that the primary objective of the program is to foster students' interest in reading and writing, integrated into the learning schedule through library visits and literacy activities. School policies supporting this program include the development of library visitation schedules and the implementation of a 15-minute reading practice before classes begin. Official documents such as the School Decree and the Medium-Term Work Plan (RKJM) reflect the school's commitment to strengthening literacy, including efforts to improve library facilities and procure additional books.

The overarching goal of this program is to cultivate a reading and writing culture among students and staff, with the ultimate aim of improving educational quality through enhanced literacy skills. Insights from interviews and documentation demonstrate that the program has had a positive impact on the development of literacy skills within the school.

Input Evaluation of the Literacy Program at SD-TQ Muadz Bin Jabal Kendari: Facilities and School Readiness

The implementation of the literacy program is supported by various school facilities, including a well-equipped library with a collection of fiction and non-fiction books, class bulletin boards, and reading corners in each classroom. Observations and interviews with the principal and teachers show that the school is well-prepared to conduct literacy activities.

School readiness extends beyond physical infrastructure to include the active participation of the entire school community, including administrators, teachers, educational staff, students, and parents. This is evident in the collaborative efforts to foster reading and writing habits, including partnerships with digital platforms such as Nyalanesia to publish student and teacher written works.

Process Evaluation of the Literacy Program at SD-TQ Muadz Bin Jabal Kendari

- a. Implementation of the Literacy Program;**
 - 1) Reading Habits Before Lessons:** Each day, a 5-15-minute reading session is conducted before lessons begin, facilitated by all teachers to encourage student participation in literacy activities.
 - 2) Literacy as a Development Subject:** Literacy has been integrated as a developmental subject, with sessions lasting 35 minutes, equivalent to one instructional hour. Students either visit the library or read in their classroom reading corners.
 - 3) Scheduled Library Visits:** Each class has a scheduled 35-minute visit to the library, involving reading or writing activities supervised by a teacher.
 - 4) Book Lending System:** The school provides various book lending options, including textbooks on a semesterly or yearly basis and lending during literacy sessions.
- b. Challenges and Solutions;**
 - Challenges:**
 - 1) Some students still lack initiative in participating in literacy activities.
 - 2) Limited variety in available reading materials, leading to monotony.
 - 3) Literacy sessions in the library are sometimes inadequately supervised, and not all sessions include proper evaluation.
 - Solutions:**
 - 1) Increasing student motivation through literacy awareness campaigns and a system of rewards and consequences.
 - 2) Implementing policies to encourage active teacher participation in literacy activities.
 - 3) Expanding the range of available reading materials and enhancing evaluation and monitoring of student literacy engagement.

c. Supporting Infrastructure

- 1) **Literacy Media Displays:** The school uses displays featuring literacy and numeracy messages on walls, stairways, and classrooms to reinforce a culture of literacy.
- 2) **Digital Literacy and Competitions:** The school conducts digital literacy initiatives through collaboration with Nyalanesia, and organizes literacy competitions such as classroom bulletin board contests, poetry readings, and storytelling, both internally and with external partners.

This process evaluation indicates a comprehensive effort by SD-TQ Muadz Bin Jabal Kendari to build a literacy culture, although several challenges remain to be addressed to enhance its effectiveness.

Product Evaluation of the Literacy Program at SD-TQ Muadz Bin Jabal Kendari

a. Literacy Implementation Outcomes

- 1) The literacy program has proven effective in improving students' reading abilities.
- 2) Students show high enthusiasm for literacy activities, as evidenced by their active participation in reading and writing.
- 3) Teachers and the principal have noted that literacy efforts have enhanced teaching effectiveness by increasing student-teacher interaction.

b. Literacy in Islamic Religious Education (IRE) Lesson Planning

- 1) IRE lesson plans incorporate literacy principles, including the use of diverse information sources such as books and teaching aids.
- 2) Teachers emphasize building early reading habits and fostering a conducive learning environment.

c. Literacy in IRE Instructional Practice

- 1) IRE instruction integrates literacy strategies through various methods, including image observation, text reading, and storytelling.
- 2) Students in the literacy-integrated class (Class 2C) demonstrate higher initiative and more effective classroom engagement.

d. Literacy in IRE Assessment

- 1) Written assessments show that students in the literacy-integrated class (Class 2C) achieve higher average scores compared to those in the conventional class (Class 2D).
- 2) The test items in Class 2C exhibit appropriate levels of difficulty and discrimination indices, indicating effectiveness in measuring students' comprehension.

Table 3. Quantitative Description, Discrimination Index, and Difficulty Level of Islamic Religious Education Test Items in Class 2C

Mean	63,51									
Maximum Score	97									
Minimum Score	24									
Median	70,27									
Modus	75,68									
Pass	17									
Pass Percentage	53%									
Objective Question Number	1	2	3	4	5	6	7	8	9	10
Discrimination Index	0,78	0,11	0,11	0,22	0,44	0,33	0,11	0,33	0,56	0,22
Kriteria	SK	L	L	S	B	S	L	S	B	S
Difficulty	0,563	0,938	0,90	0,844	0,343	0,188	0,844	0,594	0,688	0,438
Interpretation	Sdg	Mdh	Mdh	mdh	Sdg	Skr	mdh	Sdg	sdg	Sdg
Subjective Question Number	1(b)	2(b)	3(b)	1	2a	2b	2c	3a	3b	3c
Discrimination Index	0,44	0,67	0,28	0,48	0,48	0,67	0,67	0,63	0,56	0,59
Kriteria	B	B	S	B	B	B	B	B	B	B
Difficulty	0,516	0,625	0,89	0,563	0,667	0,635	0,615	0,802	0,521	0,531
Interpretation	Sdg	Sdg	Mdh	Sdg	Sdg	Sdg	Sdg	Mdh	sdg	Sdg

Table 4. Quantitative Description, Discrimination Index, and Difficulty Level of Islamic Religious Education Test Items in Class 2D

Mean	53,65									
Maximum Score	92									
Minimum Score	0									
Median	64,86									
Modus	64,86									
Pass	10									
Pass Percentage	33%									
Objective Question Number	1	2	3	4	5	6	7	8	9	10

Discrimination Index	0,13	0	0,2	0,27	0,67	0,33	0,4	0,2	0,33	0,13
Criteria	L	L	S	S	B	S	S	S	S	L
Difficulty	0,73	0,93	0,9	0,87	0,33	0,17	0,73	0,57	0,63	0,13
Interpretation	Mdh	mdh	Mdh	mdh	sdg	Skr	Mdh	sdg	sdg	Skr
Subjective Question Number	1(b)	2(b)	3(b)	1	2a	2b	2c	3a	3b	3c
Discrimination Index	0,67	0,3	0,67	0,27	0,49	0,56	0,51	0,56	0,34	0,36
Criteria	B	S	B	S	B	B	B	B	S	S
Difficulty	0,5	0,45	0,6	0,333	0,533	0,522	0,5	0,722	0,483	0,489
Interpretation	Sdg	sdg	Sdg	sdg	sdg	sdg	Sdg	Mdh	sdg	Sdg

These findings demonstrate that the literacy program at SD-TQ Muadz Bin Jabal Kendari has effectively enhanced the quality of Islamic Religious Education by improving students' reading, writing, and comprehension skills

2. Discussion

Context Evaluation of the Literacy Movement Program at SD-TQ Muadz Bin Jabal Kendari

a. Policy Evaluation

1) Legal Basis and Educational Policies:

The literacy program aligns with various national laws and educational regulations in Indonesia, including: a) Ministry of Education and Culture Regulation No. 23/2015 on character education. b) Government Regulation No. 19/2005 on National Education Standards. c) Ministry of Education Regulation No. 19/2007 on Education Management Standards. d) Law No. 20/2003 on the National Education System (Wiedarti, 2016).

2) School-Specific Policies:

The school has implemented its literacy program in accordance with its internal policies, as evidenced by the establishment of a literacy team through the Principal's Decree No. 800.1/916/2022. This policy framework is supported by guidelines and frameworks issued by the Ministry of Education and Culture.

b. Program Objectives

1) General Objectives:

- To foster a culture of reading and writing.
- To improve students' literacy skills.
- To promote lifelong learning.

2) Specific Objectives:

- a) To develop a literacy culture within the school environment.
- b) To enhance literacy among all school community members.
- c) To create a child-friendly and enjoyable learning environment.
- d) To ensure continuous learning through diverse reading materials and strategies.

c. Program Implementation and Activities

1) Literacy Activities:

- a) Routine literacy activities include scheduled reading sessions in class and designated reading corners.
- b) Integration of literacy activities into all subjects to enhance comprehension, critical thinking, and communication skills.
- c) Use of enrichment books and instructional strategies as outlined in the literacy program guidelines.

2) Infrastructure and Resources:

- a) The school has invested in library resources and additional reading materials to support literacy development.
- b) Emphasis is placed on maintaining a diverse book collection that meets curriculum requirements and supplemental reading needs.

The evaluation indicates that the literacy program at SD-TQ Muadz Bin Jabal Kendari is firmly rooted in national educational policies and specific school regulations. It effectively integrates literacy activities into daily school routines and curriculum delivery, aiming to foster a reading culture and enhance students' educational experiences. Its alignment with legal frameworks and comprehensive objectives demonstrates a strong commitment to lifelong learning and character development among students.

Input Evaluation of the Literacy Movement Program at SD-TQ Muadz Bin Jabal Kendari

The input evaluation, which concerns the resources supporting the implementation of the school literacy movement program at SD-TQ Muadz Bin Jabal Kendari, indicates that the school is well-prepared to implement the program. This is evidenced by interview and observation data showing readiness in key areas such as facilities, school personnel, and support systems, in accordance with the Master Design of the School Literacy Movement by the Directorate General of Primary and Secondary Education, Ministry of Education and Culture (page 29).

School readiness includes the availability of facilities, reading materials, and literacy infrastructure. Documentation from the School Medium-Term Work Plan (RKJM) 2020–2024 reveals that book procurement and the establishment of a representative library have been strategic components of the program. SD-TQ Muadz Bin Jabal Kendari has also equipped its library with fiction, non-fiction, and textbook materials, and features classroom bulletin boards and reading corners.

Readiness of school personnel is evident from the Principal's Decree No. 800.1/916/2022, which states that a literacy movement team has been properly established, comprising the principal, teachers, librarian, and parents. Each member has defined responsibilities in supporting the program's implementation (Faizah, 2016).

Support system readiness, such as collaboration with Nyalanesia in digital literacy, reflects a commitment to showcasing written works from both teachers and students. This aligns with prior research findings emphasizing the importance of supporting factors like student enthusiasm and adequate facilities.

Overall, the input evaluation reveals that SD-TQ Muadz Bin Jabal Kendari is well-prepared in various aspects to support the success of its school literacy program.

Process Evaluation of the Literacy Movement Program at SD-TQ Muadz Bin Jabal Kendari

The process evaluation of the literacy movement implementation at SD-TQ Muadz Bin Jabal Kendari reveals several key aspects related to execution and challenges faced. Based on evaluations involving school policy analysis, interviews with key stakeholders, and observation of literacy activities, it was found that:

a. Program Implementation Readiness:

The school has reached an implementation phase involving all subjects to support student literacy.

b. Challenges in Implementation:

Major challenges include a lack of initiative among students and teachers in conducting literacy activities and a low awareness of the importance of reading literacy among students. Some students show minimal participation in literacy activities, both in the library and during learning sessions.

c. Proposed Solutions:

To overcome these challenges, SD-TQ Muadz Bin Jabal Kendari has implemented strategies such as fostering motivation through visual stimuli (motivational word displays and literacy competitions), library visits, and enhancing the role of teachers in instilling reading values.

The process evaluation indicates that despite some obstacles, SD-TQ Muadz Bin Jabal Kendari has successfully implemented its literacy movement program. The identification of challenges and the provision of measurable solutions have strengthened the implementation of the school's literacy program.

Product Evaluation of the Literacy Movement Program at SD-TQ Muadz Bin Jabal Kendari

The product evaluation of the literacy movement program at SD-TQ Muadz Bin Jabal Kendari highlights several important aspects regarding its implementation and outcomes, as well as their alignment with literacy and education theories:

a. Program Goals:

The program aims to familiarize students with reading and writing activities and to broaden their knowledge through literacy activities integrated into the curriculum.

b. Program Implementation:

- a) **Implementation Readiness:** The school has effectively implemented the program through various activities such as classroom reading corners, writing display boards, and routine library visits.
- b) **Learning Process:** Learning at SD-TQ Muadz Bin Jabal Kendari is integrated with literacy principles, combining reading, writing, and critical thinking in daily activities.

c. Program Impact:

- 1) **Improved Learning Outcomes:** The literacy program positively impacts students' academic achievement, as evidenced by increased graduation rates and average exam scores.
- 2) **Development of Creativity and Critical Thinking:** Students demonstrate creative and critical thinking abilities through their written work and confidently express their thoughts.
- 3) **Enhanced Interaction and Learning Effectiveness:** Teacher-student interactions have improved, facilitating better understanding and knowledge acquisition.

d. Theoretical Alignment:

The program aligns with literacy theories emphasizing the importance of reading and writing habits to enhance comprehension and students' information processing skills.

In conclusion, the evaluation finds that the literacy movement program at SD-TQ Muadz Bin Jabal Kendari is effective in achieving its objectives, despite some challenges such as limited reading materials and student participation. This evaluation provides guidance for the development of literacy programs in other schools to improve the quality of literacy education.

D. Conclusion

The Literacy Movement Program at SD-TQ Muadz Bin Jabal Kendari has been successfully implemented through a series of systematic stages designed to cultivate a literate school environment. These stages include the habituation stage, the development stage, and the instructional stage. In the habituation stage, the school environment was transformed into a literacy-rich space, facilitating consistent interaction with books and various reading materials. The development stage involved the use of classroom bulletin boards to display students' written works, thereby encouraging creativity and active participation in literacy activities. In the instructional stage, literacy activities were effectively scheduled, including the establishment of reading corners in classrooms and regular library visits, all of which contributed to the promotion of a literacy-oriented learning atmosphere.

The evaluation of the Literacy Movement Program at SD-TQ Muadz Bin Jabal Kendari revealed several important findings. Context evaluation demonstrated that the program's policies and objectives were clearly defined and aligned with the school's commitment to integrating literacy as a fundamental part of education. Input evaluation showed that the school had adequately prepared the necessary resources, including facilities and human capital, to support a variety of literacy-promoting activities. Process evaluation indicated that, despite facing certain challenges—such as low levels of engagement from some students and teachers—the school responded with strategic initiatives to ensure the smooth implementation of the program. Product evaluation confirmed the program's positive outcomes, including enhanced student knowledge, improved critical thinking skills, and increased creative expression.

The implementation of literacy-based approaches within the Islamic Religious Education curriculum further underscored the program's

effectiveness. Students demonstrated a deeper and more comprehensive understanding of religious content, driven by access to diverse information sources. Their motivation to learn increased, particularly among those with higher levels of literacy, who participated more actively in classroom activities. Moreover, the application of literacy strategies contributed to improved academic performance, cognitive development, and creative thinking.

In conclusion, the Literacy Movement Program at SD-TQ Muadz Bin Jabal Kendari has not only established a supportive and engaging learning environment but also significantly contributed to students' literacy development and their broader educational growth, particularly in the context of religious education.

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