



Teacher Readiness in the Habitual Phase of the School Literacy Movement in Elementary Schools

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ABSTRACT

This research is motivated by the importance of teachers' role in building a culture of literacy from an early age through the GLS Habituation Stage in Elementary Schools. The purpose of the study was to analyze the level of readiness of elementary school teachers in terms of GLS habituation skills and principles, as well as to analyze teacher readiness in implementing GLS habituation activities. This was a descriptive quantitative study using a survey. The population was 328 teachers in 11 elementary schools within the Lancang Kuning Cluster in Pekanbaru City, with a sample of 180 teachers selected using proportional random sampling with a 5% error rate. The instrument was a 44-item Likert questionnaire consisting of nine GLS Habituation Stage indicators and has been tested for high validity and reliability (Cronbach's $\alpha = 0.980$). Data were analyzed descriptively based on frequency, mean, and standard deviation. The results showed a total average teacher readiness of 3.99 (high category). The highest indicators included literacy skills (4.41), focus and principles of habituation (4.37), and principles of reading activities (4.35), all in the very high category. Other indicators include a literacy-rich environment (3.84), a 15-minute reading program (3.89), facility arrangement (3.83), a text-rich environment (3.96), and book selection (4.12), which are all in the high category. The lowest public engagement (3.18; medium category) indicates the need to strengthen school, parent, and community partnerships. It was concluded that elementary school teachers in the Lancang Kuning Cluster generally have high readiness in the GLS Habituation Stage, with further increasing public engagement.

Keywords: teacher readiness, habitual phase, school literacy activity

Kesiapan Guru dalam Tahap Pembiasaan Gerakan Literasi Sekolah di Sekolah Dasar

ABSTRAK

Penelitian ini dilatarbelakangi pentingnya peran guru dalam membangun budaya literasi sejak dini melalui Tahap Pembiasaan GLS di Sekolah Dasar. Tujuan penelitian adalah untuk menganalisis tingkat kesiapan guru SD dalam aspek kecakapan dan prinsip pembiasaan GLS, serta menganalisis kesiapan guru dalam pelaksanaan kegiatan pembiasaan GLS. Jenis penelitian kuantitatif deskriptif dengan survei. Populasi sebanyak 328 guru di 11 SD anggota Gugus Lancang Kuning, Kota Pekanbaru, dengan sampel 180 guru dipilih secara Proporsional random sampling dengan tingkat kesalahan 5%. Instrumen berupa angket Likert 44 butir yang terdiri atas sembilan indikator Tahap Pembiasaan GLS dan telah teruji validitas dan reliabilitas tinggi (Cronbach's $\alpha = 0,980$). Data dianalisis secara deskriptif berdasarkan frekuensi, rerata, dan standar deviasi. Hasil penelitian menunjukkan rerata total kesiapan guru 3,99 (kategori tinggi). Indikator tertinggi meliputi kecakapan literasi (4,41), fokus dan prinsip pembiasaan (4,37), serta prinsip kegiatan membaca (4,35), semua dalam kategori sangat tinggi. Indikator lainnya yakni lingkungan kaya literasi (3,84), program membaca 15 menit (3,89), penataan sarana (3,83), lingkungan kaya teks (3,96), dan pemilihan buku (4,12) yang berkisar pada kategori tinggi. Keterlibatan publik terendah (3,18; kategori sedang) mengindikasikan perlunya penguatan kemitraan sekolah, orang tua dan komunitas. Disimpulkan bahwa guru SD di Gugus Lancang Kuning secara umum memiliki kesiapan tinggi dalam Tahap Pembiasaan GLS, dengan lebih meningkatkan pelibatan publik.

Kata kunci: kesiapan guru, tahap pembiasaan, gerakan literasi sekolah

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INTRODUCTION

Literacy is a fundamental skill crucial for child development, particularly at the elementary school level, where it forms the initial foundation for developing the ability to read, write, and comprehend information. At this stage, literacy is not only related to mastery of letters and words, but also the ability to understand text content, interpret ideas, and express opinions both orally and in writing. The School Literacy Movement (GLS) was developed as a systematic effort to foster a culture of literacy in the school environment through habituation, learning, and development activities. Through this movement, students are guided to improve their reading, writing, and digital literacy skills so they can access and process information critically.

In its implementation, teachers play a very strategic role as the primary drivers of literacy activities in elementary schools. Teachers not only teach basic reading and writing skills but are also required to create an inspiring, interactive, and conducive learning environment for the growth of a culture of literacy. Various strategies such as storytelling, the use of reading corners, 15-minute reading sessions, and creative writing activities are part of teachers' efforts to actively engage students in literacy activities. However, the implementation of GLS in elementary schools still faces several challenges, particularly regarding teacher readiness to consistently apply literacy principles and implement habituation activities.

Based on the description above, a scientific study is needed through a problem formulation. The problem formulation in question is: How prepared are teachers in the habituation stage of the School Literacy Movement in elementary schools? In line with the problem formulation, an objective is presented. This objective is to describe teacher readiness in the habituation stage of the School Literacy Movement in elementary schools.

The results of this study are expected to contribute to the development of literacy education policies and the improvement of learning practices in elementary schools. Furthermore, the findings

of this study are expected to strengthen schools' efforts to build an effective and sustainable literacy culture.

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The importance of the teacher's role in the success of GLS. The five main roles of teachers in GLS include role models, motivators, facilitators, resource providers, and providers of rewards and punishments (Mufridah & Annur, 2022; Batubara & Ariani, 2018; Faradina, 2017). As role models, teachers provide positive examples of reading in the school environment, potentially leading to students' imitation. As motivators, teachers have the greatest opportunity to motivate students to engage in reading activities, both related to school subjects and reading related to everyday life that is not specifically a learning objective at school. As resource providers, teachers have the ability to provide reading materials, both related to teaching materials for specific subjects and in the form of articles in wall magazines. Teachers also have great potential to improve school literacy by providing small-scale rewards or by punishing students who do not make an effort to improve literacy in school literacy movements.

Below, we present several relevant studies on the school literacy movement. First, Imanugroho, S., & Ganggi, R. I. P. (2019). Program Gerakan Literasi Sekolah dalam Menumbuhkan Minat Baca Peserta Didik Sdn Kuripan Lor 01 Kota Pekalongan. *Jurnal Ilmu Perpustakaan*, 7(2), 71-80. The results achieved were that there was an increase in the reading interest of students in Kuripan Lor 01, Pekalongan City through the school literacy movement program. Second, Nopilda, L., & Kristiawan, M. (2018). Gerakan Literasi Sekolah Berbasis Pembelajaran Multiliterasi: Sebuah Paradigma Pendidikan Abad ke-21. *JMKSP (Jurnal Manajemen,*



Kepemimpinan, dan Supervisi Pendidikan), 3(2), 216-231. This study concludes that the school literacy movement is capable of increasing school literacy across various subjects. Third, Ichsan, A. S. (2018). Gerakan Literasi Sekolah di Sekolah Islam (Sebuah Analisis Implementasi GLS di MI Muhammadiyah Gunungkidul). *Al-Bidayah: jurnal pendidikan dasar Islam*, 10(1), 69-88. The conclusion of this study is that the school literacy movement is able to increase the reading interest of high-grade students at MI Muhammadiyah Gunungkidul.

This gap indicates the need for research that specifically analyzes teacher readiness during the GLS familiarization phase. This phase is crucial because it forms the basis for creating a sustainable literacy culture. Without adequate teacher readiness—in terms of skills, understanding of principles, and implementation of activities—literacy programs risk not running optimally. Therefore, this study seeks to provide an empirical overview of the level of elementary school teacher readiness during the GLS familiarization phase using a descriptive quantitative approach and structured assessment instruments. The research focuses on elementary school teachers in Pekanbaru City as a relevant context for observing the actual conditions of GLS implementation in the field.

METHOD

This study used a descriptive quantitative approach with a survey method. Abubakar (2021), Balaka (2012), and Mahsun (2014) describe a descriptive quantitative approach with a survey method commonly used by researchers in the social sciences, including education, to describe teacher readiness in implementing the School Literacy Movement (GLS) habituation phase without providing any treatment. Data were collected through a Likert-scale questionnaire and then analyzed statistically to obtain an objective picture of conditions in the field. The study was conducted over three months, July–September 2025, in the Lancang Kuning Cluster, Pekanbaru City, which consists of 11 elementary schools with di-

verse teacher characteristics, thus providing a more comprehensive reflection of readiness.

The study population was all 328 teachers in the Lancang Kuning Cluster. The sample was determined using a proportional random sampling technique using the Slovin formula with a 5% error rate, resulting in 180 respondents (Santoso, 2003; Setiawan, 2007; Razak, 2015; Ami et al., 2023). The sample was divided proportionally to the number of teachers in each school to ensure equal representation.

The research data consisted of primary quantitative data obtained directly from teachers through a questionnaire. The instrument used was a Likert-scale questionnaire containing 44 items on aspects of GLS skills, principles, and implementation. The instrument was validated using Pearson Product Moment correlation, and all items were declared valid because the calculated r value exceeded the table r at the 5% significance level. Reliability was tested using Cronbach's Alpha, which obtained a value of 0.980, thus declaring the instrument highly reliable.

Data collection was conducted by distributing questionnaires to 180 teachers. Each answer was scored 1–5 on a Likert scale. The data was then checked, cleaned for errors or missing data, and entered into SPSS version 25.

Analysis included calculating frequencies, percentages, means, and standard deviations to determine trends in teacher readiness in each aspect. Assessment categories were formed based on the mean interval: very low to very high. The results of the analysis were then visualized in tables and graphs for ease of interpretation. The final findings were used to summarize the level of teacher readiness and provide recommendations for improving the implementation of the GLS habituation stage.

RESULT

The results of the study indicate that the level of preparedness of elementary school teachers at the habituation stage of the school literacy movement for both principles and implementation is

high, with an overall average score of 3.94. This score is derived from three indicators for the principles aspect and five indicators for the implementation aspect. The highest score (4.37) was found in the focus and principles of the habituation level indicator, while the lowest score (3.18) was found in the implementing public engagement indicator. The mode value for these two aspects is high.

The results indicate that the level of preparedness of elementary school teachers at the habituation stage of the school literacy movement for principles is very high, with an overall average score of 4.19. The focus and principles of the Habituation Level indicator scored the highest (4.37), followed by the focus and principles of habituation indicator (4.35), and the reading and creating a literacy-rich environment indicator (3.84). These findings indicate that teachers possess good lit-

eracy capacity and are consistent in implementing reading habits according to the GLS principles for the principles aspect (Table 1).

The results of the study showed that the level of readiness of elementary school teachers at the habituation stage of the school literacy movement for the implementation aspect was in the high category with an overall average score of 3.79. The Importance of reading books in Elementary Schools indicator was the highest score (4.12), followed by the Implementing a text-rich environment indicator (3.96) and the Reading 15 minutes before class begins indicator (3.89). The lowest indicator, namely 3.18, was Implementing public engagement. These findings indicate that teachers have good literacy capacity and consistency in implementing reading habits according to the GLS principles for the implementation aspect (Table 2).

Table 1
 Results of Data Analysis on Principle Aspects

No.	Indicators	Mid Scale	Category	Description
1	Focus and principles of the habituation level	4.37	very high	Teachers have been very focused and consistent in adhering to the principles of literacy habituation.
2	Principles of reading activities at the habituation stage	4.35	very high	The principles of reading activities in the habituation stage have been implemented well.
3	Reading and creating a literacy-rich environment	3.85	high	The literacy environment is organized, although consistency still needs to be improved.
	Mean	4.19		
	Mode		very high	



Table 2
 Results of Data Analysis on Implementation Aspects

No.	Indicators	Mid Scale	Category	Description
1	Reading 15 minutes before class begins	3.89	high	The 15-minute reading program is working well, but not optimally.
2	Creating a literacy-rich environment and setting	3.83	high	Literacy resources are available, but their use could be improved.
3	Implementing a text-rich environment	3.96	high	Teachers have been quite successful in creating a supportive literacy environment.
4	The Importance of reading books in Elementary Schools	4.12	high	The selection of reading materials is good, but the variety and diversity of books could be increased.
5	Implementing public engagement	3.18	high	Community involvement in literacy activities is still low and needs to be strengthened.
	Mean	3.79		
	Mode		high	

The findings of this study align with those of Rofifah (2020) and Widyaningrum & Prihastari (2022), which emphasize that teacher readiness is a critical factor in the success of literacy habituation, as well as research by Wijayanti (2024), which demonstrates that teachers play a central role in creating a literate environment. However, this study expands on previous findings by providing a comprehensive quantitative measure of nine indicators of teacher readiness. These results also complement research by Lena (2023), which primarily highlights barriers to GLS implementation without providing a measurable mapping of teacher readiness. Thus, this study provides a new contribution in the form of a more in-depth empirical picture of elementary school teacher readiness in the GLS habituation stage.

The data from this study support the argument that teachers have consistently implemented the principles of GLS habituation, but the sustainability of these activities depends heavily on collaboration between schools and the public. Alternative explanations for the low public engage-

ment could include minimal school-parent communication, a lack of partnership programs, or low public awareness of the importance of literacy. Although this study did not directly examine causal factors, this trend opens up opportunities for further research to identify the determinants of low public collaboration.

This study is limited in scope, covering only the GLS habituation stage and was conducted in a single school cluster. Therefore, generalization of the findings should be done with caution. However, the valid and reliable research instruments and representative sample size increase the strength of the findings. The results of this study imply that efforts to improve literacy culture are not sufficient only to strengthen teacher capacity but also require expanding family and community involvement. Future research is recommended to explore strategies for increasing public collaboration and include contextual variables that may influence teacher readiness levels in GLS implementation.

CONCLUSION

This study confirms that teacher readiness in the habituation stage of the School Literacy Movement (GLS) in the Lancang Kuning Cluster is in the high category, with an average score of 3.99, indicating that teachers have been able to effectively apply the skills, principles, and implementation of literacy habits. The findings demonstrate a major strength in the literacy skills aspect, with very high scores, indicating teachers' ability to consistently instill basic literacy skills. Conversely, public engagement was the weakest aspect, reflecting the limited collaboration between schools, parents, and the community in supporting the literacy ecosystem.

These results are important because they emphasize that the sustainability of GLS depends heavily on the readiness and strategic role of teachers. Therefore, efforts to increase teacher capacity and strengthen partnerships with various stakeholders are needed to ensure a more inclusive and sustainable literacy culture in elementary schools.

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