



Analysis of Teachers' Readiness toward the School Literacy Movement at the Learning Stage ini Elementary School

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ABSTRACT

This study is grounded in the importance of the teacher's role in integrating literacy into the learning process through the Learning Stage of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) in elementary schools. The study aims to describe the level of teachers' readiness to implement GLS at the learning stage based on demographic variables, namely gender, educational level, length of teaching experience, and certification status. A descriptive quantitative approach was employed, involving 180 teachers from 11 elementary schools in the Lancang Kuning Cluster, selected using proportional random sampling. The research instrument was a Likert-scale questionnaire consisting of 42 statements that had been tested and proven valid ($r > 0.312$) and reliable (Cronbach's Alpha = 0.987). The results indicate that overall teacher readiness falls within the high category, with mean scores ranging from 3.72 to 3.96. Demographic analysis also shows consistent results. Female teachers have a mean score of 3.82, while male teachers score 3.56. Teachers holding a master's degree (S2) show the highest mean score of 4.25, whereas those with a bachelor's degree (S1) have a mean of 3.76. Groups based on length of teaching experience obtain mean scores ranging from 3.72 to 3.85. Certified teachers have a mean score of 3.80, while non-certified teachers score 3.75. These findings indicate that teachers demonstrate strong readiness in planning, applying methods, implementing strategies, and evaluating literacy activities at the GLS learning stage.

Keywords: teachers' readiness, school literacy movement, learning stage, elementary school

Analisis Kesiapan Guru terhadap Gerakan Literasi Sekolah dalam Tahap Pembelajaran di Sekolah Dasar

ABSTRAK

Penelitian ini didasari oleh pentingnya peran guru dalam mengintegrasikan literasi ke dalam proses pembelajaran melalui Tahap Pembelajaran Gerakan Literasi Sekolah (GLS) di sekolah dasar. Penelitian ini bertujuan mendeskripsikan tingkat kesiapan guru dalam melaksanakan GLS pada tahap pembelajaran berdasarkan variabel demografis, yaitu jenis kelamin, tingkat pendidikan, lama mengajar, dan status sertifikasi. Pendekatan yang digunakan adalah kuantitatif deskriptif dengan melibatkan 180 guru dari 11 sekolah dasar di Gugus Lancang Kuning yang dipilih melalui teknik proportional random sampling. Instrumen penelitian berupa angket skala Likert dengan 42 butir pernyataan yang telah teruji valid ($r > 0,312$) dan reliabel (Cronbach's Alpha = 0,987). Hasil penelitian menunjukkan bahwa kesiapan guru secara keseluruhan berada pada kategori tinggi dengan rerata 3,72–3,96. Analisis demografis juga memperlihatkan konsistensi hasil. Guru perempuan memiliki rerata 3,82 dan guru laki-laki 3,56. Guru berpendidikan S2 menunjukkan rerata tertinggi sebesar 4,25, sedangkan guru berpendidikan S1 memiliki rerata 3,76. Kelompok berdasarkan lama mengajar memperoleh rerata antara 3,72 hingga 3,85. Guru bersertifikasi memiliki rerata 3,80, sementara guru non-sertifikasi 3,75. Temuan ini mengindikasikan bahwa guru memiliki kesiapan yang kuat dalam perencanaan, penerapan metode, strategi pelaksanaan, dan evaluasi literasi pada tahap pembelajaran GLS.

Kata kunci: kesiapan guru, gerakan literasi sekolah, tahap pembelajaran, sekolah dasar

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INTRODUCTION

Literacy is a basic competency that plays a crucial role in developing critical, communicative, and adaptive thinking skills in elementary school students (Agusdianita et al., 2024). At this level, literacy is not only defined as technical reading and writing skills, but also encompasses the ability to understand, interpret, and meaningfully process information in the learning process (Noveliana & Ghani, 2022). Strong literacy skills from elementary school onward are the foundation for students' success in various subjects and their readiness to face the global challenges of the 21st century (Mashudi, 2021). Therefore, strengthening literacy needs to be systematically integrated into elementary school learning activities.

To foster a culture of literacy in schools, the Ministry of Education and Culture initiated the School Literacy Movement (GLS) through Ministerial Regulation No. 23 of 2015. The GLS is implemented through three stages: habituation, development, and learning. The learning stage is strategic because it focuses on integrating literacy into the learning process across various subjects. Through this stage, students are expected to be able to use literacy skills to understand material, analyze information, and communicate ideas critically and contextually (Puspasari et al., 2021). In its implementation, teachers play a crucial role in determining the success of the GLS learning stage. Teachers serve not only as instructors but also as learning designers, facilitators, and evaluators of classroom literacy activities (Ariyani et al., 2025). Teachers are required to integrate literacy into lesson plans, select appropriate methods and strategies, and conduct evaluations that support the strengthening of students' literacy skills (Nyoman et al., 2023). However, the implementation of GLS at this stage still faces various obstacles, such as time constraints, lack of teacher training related to literacy integration, and the suboptimal use of teaching materials that support literacy activities (Novarina et al., 2021). Based on the background description, the research question is: What is the level of preparedness of elementary school teachers for implementing the School Literacy Move-

ment (GLS) at the learning stage, based on gender, education level, length of teaching, and certification?

This research is expected to provide theoretical and practical benefits. Theoretically, this research can serve as an evaluation tool to improve the implementation of the School Literacy Movement (GLS) in elementary school learning and as a reference for further research. Practically, this research is expected to guide teachers in designing and implementing more effective literacy activities, motivate students to actively participate in literacy activities, serve as a basis for schools in developing more structured and sustainable literacy programs, and deepen researchers' understanding of literacy implementation in learning. Relevant research indicates that teacher readiness in planning, implementing, and evaluating literacy-based learning is a key factor in the success of the School Literacy Movement. However, most studies focus on the implementation of the GLS in general or on the habituation and development stages. Studies specifically analyzing teacher readiness at the learning stage based on demographic characteristics are still relatively limited. Therefore, this research makes an empirical contribution by focusing the analysis on teacher readiness in the GLS learning stage in elementary schools.

METHOD

This research was conducted using a descriptive quantitative approach using a survey method (Sugiono, 2019; Abubakar, 2021; Razak, 2017). This approach was chosen based on the primary objective of the study, which was to describe the readiness of elementary school teachers to implement the School Literacy Movement (GLS) during the learning phase. Data were collected using a Likert-scale questionnaire and then analyzed statistically to obtain an objective picture of the conditions on the ground. The study was conducted over three months, from August to October 2025, in the Lancang Kuning Cluster, Tuah Madani District, Pekanbaru City.

The population in this study included all teachers working at 11 elementary schools within the



Lancang Kuning Cluster, Tuah Madani District, Pekanbaru City, Riau Province. The total population was 328 teachers. The distribution of the number of teachers in each school is as follows: SDN 147 Pekanbaru as many as 38 people, SD Islam Al-Azhar 54 as many as 35 people, SDIT Al-Hidayah as many as 23 people, SD Agrecia as many as 12 people, SD Al-Andalus as many as 24 people, SDIT Fadhilah as many as 36 people, SDN 181 Pekanbaru as many as 39 people, SDIT Al-Fityah as many as 37 people, SDN 194 Pekanbaru as many as 33 people, SD Aulia Cendekia Islamic School as many as 20 people, and SDN 164 Pekanbaru as many as 31 people. All of these teachers were determined as the research population because they had met the specified subject criteria, so that the number of 328 people became the basis for determining the sampling technique and implementing data analysis in this study.

Based on calculations using the Slovin formula, which applies a 5% margin of error, a sample of 180 individuals was obtained from a total population of 328 teachers. Because this study employed a proportional random sampling technique, the sample was distributed proportionally according to the number of teachers in each school. This method ensured that each school received proportional and balanced representation in the study, in accordance with its teacher-to-teacher ratio.

The instrument used in this study was a questionnaire with a Likert scale designed to measure teachers' level of readiness for the learning phase based on gender, education level, length of teaching, and certification. This questionnaire consisted of statements reflecting four main aspects: planning, methods, strategies, and evaluation in the GLS learning phase. The questionnaire consisted of 42 items measuring teachers' readiness for the GLS learning phase. The collected data were analyzed in two stages. First, a validity test was conducted using Pearson Product Moment correlation, and all items were declared valid at the 5% significance level. Second, a reliability test was conducted using Cronbach's

Alpha, with a value of 0.987, indicating a very high level of reliability. The entire data analysis process was conducted using SPSS version 26 using descriptive analysis techniques. The results were then classified into assessment categories from very low to very high based on the mean interval. Data were presented in tables and graphs to facilitate interpretation of the results and drawing conclusions.

RESULTS

The results of the study indicate that elementary school teachers' readiness to implement the School Literacy Movement (GLS) at the learning stage is in the high category. The analysis was conducted on four main aspects: planning, methods, strategies, and evaluation of literacy learning, taking into account teacher characteristics based on gender, education level, length of teaching, and certification status.

1. Teacher Readiness by Gender

The analysis of teacher readiness to implement the School Literacy Movement (GLS) at the learning stage, reviewed by gender, was conducted to determine differences in the level of readiness between male and female teachers. Gender was analyzed because it has the potential to influence teacher consistency in planning, implementing, and evaluating literacy-based learning. The results of the analysis of teacher readiness by gender are presented in Table 1.

Table 1
Results of the Analysis of Teacher Readiness by Gender

Gender	N	Mean	Category	Description
Male	30	3,56	high	Good preparedness, but lower than female teachers
Female	150	3,82	high	More consistency in literacy planning and evaluation

Analysis of teacher readiness by gender revealed no significant differences in the implementation of the School Literacy Movement (GLS) during the learning phase. Female teachers had higher average readiness scores than male teachers, particularly in literacy lesson planning, method and strategy selection, and literacy evaluation. The higher average score among female teachers indicates that indicators related to literacy activity planning and the implementation of literacy-supporting learning strategies have been implemented more consistently, significantly contributing to GLS implementation readiness during the learning phase.

However, the analysis also revealed that the average readiness score among male teachers, although lower, was still considered high. This indicates that overall, both groups met the indicators for teacher readiness to integrate literacy into the learning process. The differences in scores reflect variations in the level of consistency of literacy learning practices, rather than fundamental differences in understanding or dedication to GLS. Therefore, it can be concluded that the learning phase, the core of GLS implementation, has been implemented well by teachers in the Lancang Kuning Cluster. However, further strengthening and mentoring are needed to ensure a more equitable implementation of literacy without being influenced by gender.

2. Teacher Readiness by Education Level

Based on research findings, education level was reviewed to obtain an overview of teacher readiness based on their academic qualifications. Education level is positioned as an indicator related to teachers' conceptual understanding and pedagogical competence in designing, implementing, and evaluating literacy-based learning. The results of the analysis of teacher readiness by education level are presented in Table 2.

Table 2
 Results of the Analysis of Teacher Readiness by Education Level

Education	N	Mean	Category	Description
S-1	171	3,76	high	Good readiness in implementing literacy learning
S-2	9	4,25	very high	More optimal understanding and management of literacy

An analysis of teacher readiness based on educational level shows that teachers with undergraduate and postgraduate degrees are in the high to very high readiness category for implementing the School Literacy Movement (GLS) during the learning phase. Teachers with postgraduate degrees achieved a higher average level of readiness than teachers with undergraduate degrees, particularly in understanding literacy learning, managing literacy activities in the classroom, and planning and evaluating literacy-based learning. The higher average readiness among teachers with postgraduate degrees indicates that these readiness indicators have been implemented more optimally, thus supporting a more structured implementation of the GLS during the learning phase.

This difference in readiness levels can be understood as an implication of differences in the depth of academic experience and professional competency development acquired through formal education. Teachers with postgraduate degrees generally have a deeper mastery of literacy concepts and greater reflective skills in designing and evaluating learning. This academic experience enables postgraduate teachers to integrate literacy into learning more systematically and oriented towards strengthening students' thinking skills. However, the readiness of teachers with a bachelor's degree, which is also in the high category, indicates that the implementation of GLS at the learning stage has generally gone well.



Therefore, the differences that emerge reflect variations in the depth of pedagogical competence, rather than differences in commitment to GLS implementation.

3. Teacher Readiness Based on Years of Teaching

Based on the research results, years of teaching were reviewed to describe the level of teacher readiness for implementing the School Literacy Movement (GLS) at the learning stage based on their teaching experience. Grouping years of teaching was used to provide an overview of teacher readiness at each work experience level without emphasizing comparisons between groups. Descriptive results of teacher readiness based on years of teaching are presented in Table 3.

Table 3
 Results of the Analysis of Teacher Readiness based on Years of Teaching

Year	N	Mean	Category	Description
1-10	68	3,78	high	Stable readiness in literacy learning
11-20	86	3,72	high	Readiness is relatively even
21-30	20	3,85	high	Readiness is relatively even
31-40	6	3,83	high	Professional maturity in GLS

Descriptive results of teacher readiness based on length of service indicate a high level of readiness for implementing the School Literacy Movement (GLS) during the learning phase. Teachers with 1–10 years of teaching experience achieved an average readiness score of 3.78, teachers with 11–20 years of experience achieved an average score of 3.72, teachers with 21–30 years of experience achieved an average score of 3.85, and teachers with 31–40 years of experience achieved an average score of 3.83. These average scores indicate that teacher readiness is high across all length-of-service groups.

However, the high level of readiness of teachers with shorter teaching experience demonstrates that the development of literacy learning competencies is not solely determined by length of service but is also influenced by knowledge updates, training, and adaptation to educational policies. Thus, variations in readiness based on length of service reflect differences in the maturity of pedagogical practices rather than differences in teacher commitment to implementing GLS during the learning phase.

4. Teacher Readiness Based on Certification

Based on the research results, certification was reviewed to illustrate the level of teacher readiness in implementing the School Literacy Movement (GLS) at the learning stage based on teacher certification status. The certification aspect was reviewed to obtain a picture of the professional readiness of teachers who have and have not undergone the certification process. Descriptive results of teacher readiness based on certification status are presented in Table 4.

Table 4
 Results of the Analysis of Teacher Readiness based on Certification

Certificate	N	Mean	Category	Description
Yes	116	3,80	high	Better prepared in planning and evaluation
No	64	3,75	high	Need to strengthen professional competence

Based on Table 4, the descriptive results indicate that teacher readiness for implementing GLS during the learning phase is in the high category for both certified and non-certified teachers. Certified teachers achieved an average readiness score of 3.80, while non-certified teachers achieved an average readiness score of 3.75. These average scores indicate that teachers are generally adequately prepared to integrate

literacy into the learning process, regardless of their certification status. Therefore, the results of this study confirm that teacher readiness for implementing GLS during the learning phase has been achieved well in both certification groups, in line with the research objective of describing teacher readiness.

DISCUSSION

This study was conducted among elementary school teachers within the Lancang Kuning Cluster, Tuah Madani District, Pekanbaru City. The study population consisted of 328 teachers from 11 elementary schools, both public and private. From this population, 180 teachers were selected as the research sample using proportional random sampling using the Slovin formula with a 5% error rate. This sample selection was intended to provide equal opportunity for each teacher to become a respondent, so that the research results could be objectively generalized to the entire population.

The results showed that female teachers had a higher level of readiness (average 3.82) compared to male teachers (3.56) in implementing the School Literacy Movement (GLS) during the learning phase. Interviews revealed that female teachers were more consistent in conducting weekly and monthly literacy planning, while male teachers tended to conduct long-term planning every three months or semester (Lelatobur et al., 2024). In terms of methods, female teachers more frequently implemented active and student-centered learning, such as guided reading, text discussions, and literacy projects, while male teachers still predominantly used lectures and individual assignments (Zannah, 2024). In terms of strategies, female teachers tended to link literacy to the context of students' lives through shared reading, reflective writing, and group discussions, thus fostering emotional and cognitive student engagement (Andriani et al., 2025). In terms of evaluation, female teachers more frequently use ongoing formative evaluations such as reading journals, reflections, and observations of the learning process, while male teachers focus more

on learning outcome tests (Taqiyuddin et al., 2024). This difference suggests that gender influences teacher readiness, with female teachers tending to be more systematic, reflective, and consistent in integrating literacy into all aspects of learning.

Data analysis based on educational level shows that teachers with a master's degree have an average readiness score of 4.25, higher than those with a bachelor's degree (3.76). Interviews revealed that master's degree teachers conduct literacy planning routinely weekly with strong integration of learning objectives, reading texts, and reflective writing activities, while undergraduate teachers tend to plan monthly or quarterly, depending on the situation (Nyoman et al., 2023). In terms of methods, master's degree teachers more often use project-based approaches and text analysis that foster students' critical thinking skills, while undergraduate teachers rely more on reading habits and simple assignments (Merris et al., 2021). In terms of strategies, master's degree teachers emphasize the use of contextual and collaborative strategies, linking texts to real-life situations and students' local experiences, while undergraduate teachers tend to follow the activity structure from the textbook (Yolanda et al., 2024). In evaluation, postgraduate teachers combined formative and summative assessments through reading rubrics, writing portfolios, and reflections, while undergraduate teachers focused more on final outcome assessments (Haliq & Sakaria, 2021). These results confirm that educational attainment plays a significant role in improving teacher readiness, as teachers with higher academic qualifications have a deeper theoretical and reflective understanding of literacy concepts.

The study showed that teachers with 21–30 years of experience had the highest readiness score (3.85), followed by those with 31–40 years (3.83), those with 1–10 years (3.78), and those with 11–20 years (3.72), with all groups in the high category. Younger teachers with 1–10 years of experience more frequently conducted weekly planning and demonstrated a strong enthusiasm for



innovation, while experienced teachers conducted more monthly or semester planning with a consistent and systematic pattern (Pratiwi, 2024). In terms of methods, junior teachers are more creative and adaptive in using technology, such as digital story mapping and literacy games, while senior teachers rely more on conventional methods such as text discussions and guided reading (Dwijantie et al., 2025). In terms of strategy, junior teachers tend to apply exploratory and reflective approaches that encourage active student participation, while senior teachers emphasize reading habits and directed assignments (Amin & Aulyah, 2025). In terms of evaluation, junior teachers more often use rapid formative evaluations in the form of direct feedback and process observations, while senior teachers emphasize summative evaluations based on final learning outcomes (Yuni et al., 2025). Overall, length of teaching influences teacher readiness patterns, but it is not the only determining factor; the combination of pedagogical experience and adaptive ability to adapt to literacy policies is key to readiness in GLS implementation.

The 116 certified teachers demonstrated an average readiness score of 3.80, slightly higher than uncertified teachers at 3.75. Interviews revealed that certified teachers more consistently conducted weekly and monthly literacy planning, with lesson plans containing reading, writing, and text discussion activities, while uncertified teachers conducted more long-term planning every three months or semester (Limbong & Lumbantoruan, 2022). In terms of methods, certified teachers more frequently used participatory approaches such as guided reading, book talks, and collaborative writing, compared to uncertified teachers who focused more on lectures and individual assignments (Diva et al., 2025). In terms of strategies, certified teachers tended to implement contextual strategies based on student experiences, such as literacy journals and local story writing projects, while uncertified teachers relied more on textbook-based strategies (Yolanda et al., 2024). In evaluation, certified

teachers implement continuous formative evaluation through portfolios and student reflections, while uncertified teachers still predominantly rely on final assessments (Haliq & Sakaria, 2021). These results indicate that teacher certification enhances professional readiness through improved pedagogical competence and reflective awareness of students' literacy processes, although it is not the sole determining factor in the success of GLS implementation.

Teacher readiness in implementing the School Literacy Movement (GLS) shows that private school teachers outperform public school teachers in aspects of planning, methods, strategies, and learning evaluation. Private school teachers generally plan literacy activities routinely every week or month, use a wider variety of methods and strategies, such as storytelling and literacy projects, and implement formative evaluation through student reflections and portfolios. In contrast, public school teachers tend to plan longer term, use conventional methods in accordance with education office guidelines, and rely more heavily on summative evaluation. These differences suggest that policy flexibility, managerial support, and a strong literacy culture in private schools contribute to better teacher preparedness than public school teachers (Fajri, 2024).

In line with the data analysis, the findings of this study reinforce the theory that teacher readiness in the learning phase of the School Literacy Movement (GLS) is not only seen from the technical ability to teach literacy, but also from the ability to plan, apply contextual learning methods and strategies, and carry out continuous evaluation. Teachers who have good pedagogical and professional readiness and are supported by experience, academic qualifications, and a conducive school environment will be better able to integrate literacy into the learning process systematically and effectively, thus positively impacting student engagement and literacy development.

This study has several strengths. First, it involved a relatively large sample size of 180

elementary school teachers from public and private schools, using a proportional random sampling technique. Therefore, the results are representative and generalizable to the teacher population in the Lancang Kuning Cluster. Second, this study presents a comprehensive analysis of teacher readiness based on various characteristics, including gender, education level, teaching experience, certification status, and school type, thus providing a complete and empirical picture of the factors influencing teacher readiness in the GLS learning phase. Third, the use of quantitative data, supported by interviews, makes the research results more objective and contextual in explaining differences in planning patterns, methods, strategies, and evaluation of literacy learning.

Furthermore, this study also has several limitations. First, the study focused only on the learning phase of the School Literacy Movement, thus not encompassing the habituation and development phases, which also play a crucial role in sustaining a culture of literacy in schools. Second, although supported by interviews, the primary data remains quantitatively descriptive, thus failing to fully explore the psychological, motivational, and internal school policy factors that influence teacher readiness in depth. Third, the scope of this study was limited to one school cluster in Pekanbaru City, so the results still have contextual limitations when applied to other areas with different social, cultural, and managerial characteristics. This is in line with Oktafiani et al. (2022), who stated that teacher readiness in planning and implementing learning in the literacy and numeracy module components was carried out well and in accordance with the main objective of innovating teaching methods and improving literacy and numeracy skills. Sudarto et al. (2023) also stated that teacher readiness in implementing the School Literacy Movement (GLS) activities had a positive impact on students' literacy skills.

CONCLUSION

This study concludes that elementary school teacher readiness in implementing the School

Literacy Movement (GLS) at the learning stage in the Lancang Kuning Cluster is in the high category with an average score of 3.78, indicating that teachers are capable of adequately implementing literacy learning planning, methods, strategies, and evaluation. Teacher readiness is influenced by academic qualifications, teaching experience, certification, and school context support, which emphasizes the role of pedagogical and professional competence in the successful implementation of GLS. These findings indicate that strengthening innovative learning methods and ongoing formative evaluation remains necessary to ensure literacy implementation in elementary schools is more effective and has long-term impacts.

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