



Go School Literacy Program Evaluation Through CIPP Model in SMP Hang Tuah Excellent Juanda

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ABSTRACT

This article aims to describe the implementation of the school literacy movement program at SMP Hang Tuah 6 Excellent Juanda using the CIPP evaluation model (context, input, process, product). This study uses a qualitative approach. As a result, the school literacy movement program at Hang Tuah 6 Excellent Juanda Middle School on the aspect of context evaluation, carried out mapping of students' reading interest, analysis of needs, and analysis of teachers' literacy skills. In the input evaluation aspect, it is necessary to increase the availability of school facilities and infrastructure. In the process evaluation aspect, a strategy is carried out involving all parties. In the product evaluation aspect, periodic evaluations are carried out regarding the results of the implementation which include the suitability between what is being carried out and the procedures that have been planned; suitability of the performance of the school literacy team with its work program; and target achievement in terms of school quality report cards and the increase in the number of students' and teachers' writing from year to year. It can be concluded that the school literacy movement program is already good in terms of context, process and product evaluation aspects, but it needs improvement in the input aspect, especially in the availability of school facilities and infrastructure.

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1. INTRODUCTION

The Indonesian nation must be able to develop a literacy culture as a prerequisite for life skills in the 21st century through integrated education, this culture can be implemented through families, schools and society (Sanusi & Prasetyo, 2019; Wanely, 2019; Widayanto, 2020). Students continue to develop and have different characteristics from one another in terms of literacy skills or known as literacy skills (Kharizmi, 2015; Landerl et al., 2022; Mahfudh & Imron, 2020). Reading skills play an important role in our lives because knowledge is obtained through reading. Therefore, students must master reading skills well from an early age (Mustadi et al., 2020; Sriyono et al., 2022). At the secondary school level (15 years of age) students' reading comprehension (other than mathematics and science) was tested by the Organization for Economic Cooperation and Development in the Program for International Student Assessment (PISA).

Referring to the previous PISA results that the ability of Indonesian students in reading literacy, science and mathematics is always in the less category and below compared to most other countries. The results of the PISA assessment from 2000 to 2018 Indonesia are in the lowest rank. Indonesia's position in 2018 for reading is ranked 72 out of 77 countries, and science is ranked 70 out of 78 countries (OECD, 2018). This condition is certainly a challenge as well as being a motivation to improve the abilities of Indonesian students, as well as material for evaluating the government to improve the quality of teaching and education management in Indonesia.



Figure 1. The Figure Represented Indonesia's 3.7 Million Students who are Aged 15 Years.

However, in reality, students' reading interest in Indonesia is low based on a survey conducted by the Ministry of Education and Culture in 2017. It shows that students in Indonesia rarely read books, with an average of only 5 to 6 books in one year. A similar view was expressed by the Program for International Student Assessment (PISA) in 2018, Indonesian students showed their ability to read by obtaining an average score of 371 out of 500. This shows that Indonesian students are good at finding information, evaluating and reflecting on information from a text but are weak at understanding information.

To develop schools as learning organizations, the Ministry of Education and Culture developed the Go School Literacy program. Go School Literacy is a comprehensive effort that involves all school members (educators, students, parents/guardians of students) and the community, as part of the education ecosystem. The Go School Literacy is a program designed

by the government in 2014, and implemented in March 2016. GLS is implemented at all levels of education, starting with elementary school, junior high school, and high school. The Go School Literacy strengthens the character development movement as outlined in the Regulation of the Minister of Education and Culture Number 23 of 2015. One of the activities in the movement is the 15 minute activity of reading non-classical books before class time begins. This activity is carried out to foster students' interest in reading and improve reading skills so that knowledge can be mastered better (Arusliadi, 2022; Novarina et al., 2019; Prasrihamni et al., 2022; Yunianika, 2019; Zulham, 2022).

Such is the case with Hang Tuah 6 Excellent Juanda Middle School, which was founded in the 2019-2020 school year. Efforts to increase interest in reading and literacy skills for students and teachers are continuously being made. This effort is realized through the Go School Literacy which has become a routine activity for the last 3 or so years. The following are the results of school quality report cards as well as data on the work of students and teachers of SMP Hang Tuah 6 Excellent Juanda for the last 3 years.

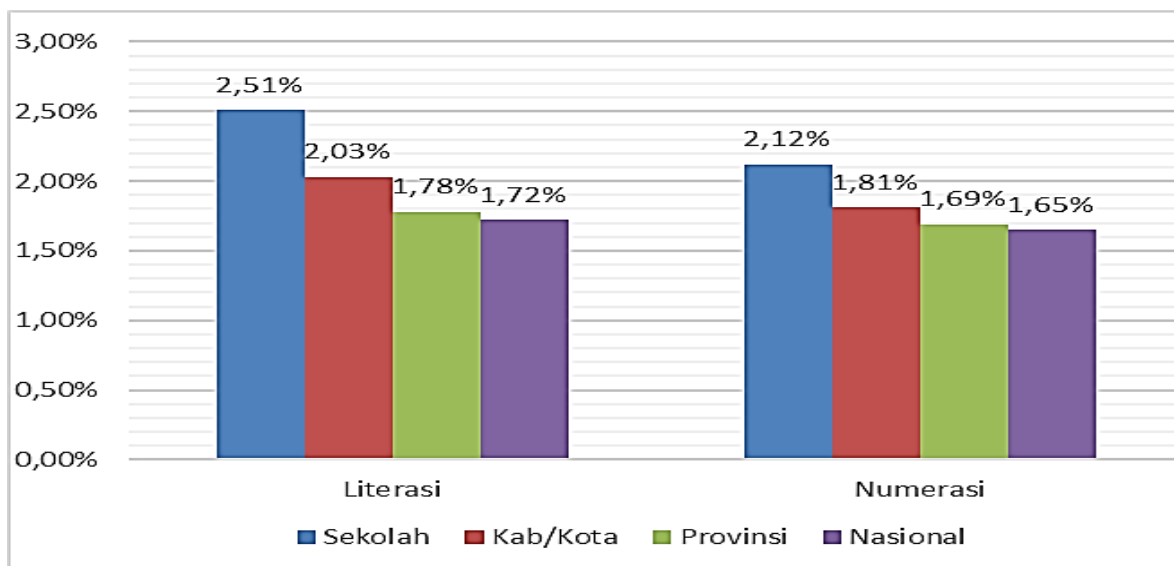


Figure 2. Achievement of School Quality Report Cards in 2022

Table 1. Teacher and Student Work Data

Year	Teacher		Student	
	Literature	Scientific	Literature	Scientific
2020	3	1	0	0
2021	9	4	58	0
2022	12	6	134	2

Table 2. Anthology Books of Teacher and Student Work

Year	Teacher	Student
2020	2	0
2021	4	3
2022	5	10

Wirawan (2016) argues that, programs are activities or activities designed to implement policies and implemented for an unlimited time. So the Go School Literacy program is intended to be a medium that functions to increase interest in reading and writing as well as the literacy skills of students and teachers at SMP Hang Tuah 6 Excellent Juanda. As a program, GLS also requires an evaluation to find out how far this program has been implemented.

Based on the description above, this research is specifically aimed at describing the implementation of the Go School Literacy program at SMP Hang Tuah 6 Excellent Juanda according to the CIPP evaluation model (Context, Input, Process, Product).

2. RESEARCH METHOD

Research on the Evaluation of the Go School Literacy program at SMP Hang Tuah 6 Excellent Juanda, located on Jl. Ir. H. Juanda, Sedati District, Kab. Sidoarjo, uses a qualitative type of evaluation approach that leads to the CIPP evaluation model (Context, Input, Process, Product). Researchers use this approach because it can focus on the importance of closeness to people and situations as researchers gain a clear and in-depth understanding of the real conditions in the field. The subjects in this study were school principals, teachers who were involved in implementing the GLS program, and students at SMP Hag Tuah 6 Excellent Juanda.

Data collection techniques used in this study are observation, interviews, and documentation. The observation method uses active participatory observation, where the researcher is in the place where the subject's activity is being observed and is involved in the activity. The interview method used a semi-structured interview method because the interviews used were free and not only focused on interview guidelines, but questions could be developed according to the information obtained during the research field. The documentation method was also carried out by researchers to examine the data in depth from the results of interviews and observations. Documents in the form of photos, writings, data and videos of activities that have been carried out so as to provide an overview of the Go School Literacy program at SMP Hang Tuah 6 Excellent Juanda.

The data analysis used refers to Miles & Huberman (2014), who argue that activities in qualitative data analysis are carried out interactively and continuously until complete, so that the data is saturated. Activities in data analysis, namely: data condensation, data display, and conclusion. Miles and Huberman suggest that activities in data analysis are, data reduction, which is to sort out all the data found, then retrieve the data according to the research, data display or presentation of data in this study is after the data has passed the reduction stage, then data presentation is carried out in the form of research results. Verification, is the final step in the data analysis process.

3. RESULTS AND DISCUSSION

Based on the research that has been done, the researcher reveals some of the findings in this study are presented as follows:

3.1. Context Aspect

In carrying out the Go School Literacy program, the first steps taken by SMP Hang Tuah 6 Excellent Juanda consisted of:

1) Mapping of Students' Reading Interest

Mapping of students' reading interest is done by giving response questionnaires to students about the types of reading or books they are interested in.

2) Analysis of the needs of students and teachers

Analysis of needs for students and teachers through the provision of response questionnaires containing the difficulties students face in obtaining more information, the teacher's difficulties in making rich scientific writing, as well as the challenges students face in developing a culture of natural literacy themselves.

3) Analysis of the ability of teachers

Analysis of the teacher's literacy skills provides information on the extent of knowledge and insight possessed by the teacher and whether the teacher has effective reading habits, this is important for teachers because it can be a motivation for students to be literate.

3.2. Input Aspect

The input in the CIPP evaluation model is something that Hang Tuah 6 Excellent Middle School has in carrying out the Go School Literacy program. The input identification consists of:

1) Aspects of HR qualifications

As an educational institution, Hang Tuah 6 Excellent Middle School composes a team in charge and a committee for the Go School Literacy program which is legalized in a school principal's decree. The committee for the Go School Literacy involves all teachers, staff and school committees. The determination of the committee takes into account educational background, as well as experience in literacy, so that it can facilitate the preparation of activity flows and determine the right strategy.

2) Program funding

The source of funds for the Go School Literacy program at Hang Tuah 6 Excellent Middle School comes from BOS funds which are poured into the RKAS and specifically allocated for spending on the Go School Literacy for resource persons, printing and publishing, literacy media both print and digital and several other activities included in the series. program

3) Utilization of media literacy

Along with technological developments, reading activities are no longer limited to print media such as books, magazines and newspapers. As a school that is developing in the digital era, Hang Tuah 6 Excellent Junior High School takes advantage of developing technology as a literacy medium including digital libraries, e-books, accounts to access news online and the convenience of surfing at school via a wifi network.

4) Teacher quality improvement program

Teachers as facilitators in schools are required to be motivators and companions to develop students' terasi abilities. Therefore, teachers also need to improve their quality in the field of literacy. The program that has been carried out by Hang Tuah 6 Excellent Middle School to improve the quality of teachers in the field of literacy is a program to improve English language skills with assistance and cooperation from Cambridge test organizers from Surabaya, seminars and webinars to improve teacher literacy through writing literary works and innovative scientific papers.

5) Availability of school facilities and infrastructure

At Hang Tuah 6 Excellent Middle School there are 3 (three) floors consisting of 9 Learning Activity Rooms (RKB) equipped with WiFi and multimedia networks. In addition, there are facilities to support other learning activities such as a library, principal's room, teachers, TU, UKS, BK, laboratories, prayer rooms and other religious prayer rooms, as well as an adequate meeting hall. In the classrooms, TU, UKS, prayer room and teacher's room there are simple reading corners, but there are still very few references to available reading

materials. The reading corner in class is the result of self-help by the students themselves, by bringing books from home and collecting them in their respective classes. The new school library also does not have a large collection of reading materials. The library room is also still one with the science laboratory room so that it is not optimal in terms of student comfort.

3.3. Process Aspect

As an implementation of the process evaluation aspect, the Go School Literacy was carried out at Hang Tuah 6 Excellent Middle School, namely the book writing school program. This activity is carried out regularly every semester. The mechanism is that students and teachers together make literary and scientific writings, the works of students and teachers will be recorded according to their groupings. The school's activity of writing this book has been carried out for 2 years by cooperating with the Nyalanesia team and the Literacy team from the Sidarjo Education Office. From school activities to writing this book, many works by students and teachers have been recorded as anthologies.

For the next strategy, is teacher assistance in writing educational innovation scientific papers. This assistance and coaching is carried out in collaboration with a team from UNESA and coordinating with supervisors. The writing of this educational innovation paper also utilizes the learning community and the independent teaching platform, so that not only writing but teachers can share their writing so that it can be read by other teachers outside of school, can become a reference in learning, and provide mutual benefits from sharing experiences through the work scientific writing. In addition to the two strategies above, Hang Tuah 6 Excellent Middle School also conducts literacy journals for students. Students are accustomed to reading non-learning books 15 minutes before learning begins. The results of students' reading activities are written back in literacy journals and students who are willing to take turns can retell what they have read in those 15 minutes. This literacy journal is always coordinated and shared with parents.

The next strategy is to carry out motivational writing classes by bringing in resource persons, authors or book authors, humanists and literacy activist communities. Motivation classes are held once in 1 semester with the products produced being literary works and student performances, which can be in the form of poetry reading copyrights, reviewing novels, discussing book reviews, as well as presentations from sources on writing tips. In terms of increasing literacy knowledge in culture, Hang Tuah 6 Excellent Middle School collaborates with the Sidarjo ludruk arts community. Through the Ludruk Goes To School program, students can learn a lot about ludruk art, students can also practice directly in ludruk activities.

Hang Tuah 6 Excellent Middle School also consistently supports and appreciates the work of students and teachers. This is evidenced by the school's commitment to working with minor and major publishers in terms of publication and printing. Among them are Ellunar Publisher, Nyalanesia, JSI (Indonesian Literary Window), and MZ Literary Generation. As an appreciation for the students' work, the school holds a literacy exhibition which is held once a year by inviting parents, student representatives from surrounding schools, school supervisors and the Sidarjo District Education Office.

3.4. Product Aspect

In terms of results (products) in the Go School Literacy program at Hang Tuah 6 Excellent Middle School, namely the evaluation carried out by the Principal, person in charge or

program coordinator on a regular basis regarding the results of the implementation of the Go School Literacy process. Based on the results of observations and interviews conducted, periodic evaluations for the Go School Literacy program at Hang Tuah 6 Excellent Middle School are carried out every 3 months, that is, since the issuance of the Principal's decree regarding the composition and details of the tasks of the School Literacy team committee.

The initial coordination meeting begins with a description of the job descriptions for each member in the committee. Subsequent discussions within the committee discussed the strategy to be carried out and the preparation of the work program and the required budget. The monthly meeting is devoted to monitoring the progress of the Go School Literacy program and identifying the inhibiting factors so that solutions to problems can be immediately implemented as a follow-up plan.

Based on the data obtained on the results of school quality report cards, in 2022 Hang Tuah 6 Excellent Middle School obtained an average score of 2.51% in literacy and 2.12% in numeracy. This value is above the average literacy achievement in Sidoarjo district of 2.07%, East Java province of 1.78%, and nationally of 1.72%. While the numeration is also above the district average of 1.81%, province 1.69% and national 1.65%. SMP Hang Tuah 6 Excellent Juanda received appreciation from the Head of the Sidoarjo Education Office, because as a new school, SMP Hang Tuah 6 Excellent Juanda was able to obtain literacy scores above the Sidoarjo district average. The achievement of school quality report cards is very good. Whereas in terms of student and teacher works in 2020 there were 3 teacher works, and 2 teacher anthology books, increasing in 2021 there were 9 teacher works, 58 student works, and 7 literary anthology books. In 2022 there will be 12 teacher works, 134 student works, and 15 joint anthology books.

The implications are formulated based on the results of research findings which are the consequences of achieving the desired ideal conditions in implementing the Go School Literacy program at SMP Hang Tuah 6 Excellent Juanda. The process of evaluating a series of program plans to the impact on students. The Go School Literacy program (GLS) is intended to foster a culture of literacy in students. Students' reading activities are expected to be developed through a process of habituation to learning.

From the context evaluation aspect, the Go School Literacy program begins with mapping students' reading interest. This is done so that schools get information related to the types of reading that are of interest to students, then schools can develop strategies to increase students' interest in reading through the types of reading they are interested in by increasing the collection of reading material in the library and reading corner at school. Then an analysis of the needs of students and teachers is carried out, listing difficulties and challenges in getting used to a reading culture.

The results of this needs analysis are used as a reference for developing strategies to meet needs to support the literacy skills of students and teachers. The last step is the analysis of the teacher's ability. From this analysis, information is obtained about teachers' insights about literacy so that it can be considered for determining strategies to improve teachers' literacy skills. This all with from the interest in reading, it is able to foster and develop a habit in reading, the emergence of an appetite for reading is due to various and varied collection factors (Conradi et al., 2014; Huang et al., 2014; Mas et al., 2019; Sanusi, 2019). Diversity and variety will create a desire or interest to read. Furthermore, interest in reading will result in reading habits. Not only habits but teachers must also be able to make students fluent in reading, from pronunciation, know the meaning of punctuation, be able to recognize letters, and understand the meaning of every text that has been read. Many factors affect students'

interest in reading, factors that influence reading interest (1) availability of time to read books, (2) family socio-economic status, (3) influence and self-encouragement to have better interpretations (Kirby, 2011; Nursalina & Budiningsih, 2014; Widayoko, & Muhardjito, 2018). Thus the results of the context evaluation of the Go School Literacy program can be said to be good.

School is a place where teaching and learning activities take place as well as providers of supporting facilities and infrastructure in it (Haidar, 2020; Niwalmars & Boiliu, 2021). Schools have an important role in learning activities to increase students' knowledge, and also the school environment has a significant influence on growing interest in reading. This is an aspect of evaluating input to the GLS program at SMP Hang Tuah 6 Excellent Juanda which consists of determining HR qualifications, planning program funding, utilizing media literacy, improving teacher quality, and availability of facilities and infrastructure. However, improvements need to be made to school facilities and infrastructure, namely the availability of adequate reading corners and a diverse collection of reading materials in the library (Irmayani et al., 2018).

Furthermore, from the aspect of process evaluation, the strategy implemented in the GLS program at Hang Tuah 6 Excellent Juanda Middle School is the Book Writing School Program, writing assistance, literacy journals 15 minutes reading for students, author motivational classes with authors and literacy activists, collaboration with publishers and printers, as well as holding exhibitions of student work literacy. This is in accordance with the GLS Context, namely the ability to access, understand, and use something intelligently through various activities including reading, viewing, listening, writing, and or speaking which aims to hone students' abilities to think critically, analyze, creatively and innovatively (Budiharto et al., 2018; Haryanti, & Saputra, 2019; Lestari & Septianingrum, 2019). Thus the results from the process evaluation aspect are said to be good.

For the product evaluation aspect, the strategy implemented in the GLS program at SMP Hang Tuah 6 Excellent Juanda has answered the question: Has the process of implementing the GLS program been carried out according to procedures? Has the school literacy team worked according to their respective work programs? and Has the target of the Go School Literacy been achieved in terms of the school literacy quality report card and the improvement in the work of the students and teachers of Hang Tuah 6 Excellent Middle School? Thus the results from the product evaluation aspect in the school literacy scatter program are good.

4. CONCLUSION

Based on the description and analysis of data on the evaluation of the Go School Literacy program at SMP Hang Tuah 6 Excellent Juanda, it can be concluded that the initial strategy as an aspect of context evaluation carried out by SMP Hang Tuah 6 Excellent Juanda in the Go School Literacy program can be said to be good because there is a mapping of student interest analysis needs, and capabilities analysis.

In the evaluation aspect, the input is good because it has determined human resource qualifications, planned program funding, used media literacy, and improved teacher quality. However, it is necessary to increase the availability of literacy supporting school facilities and infrastructure.

In the process evaluation aspect it is good because Hang Tuah 6 Excellent Juanda Middle School has carried out a strategy for the School Writing Program, mentoring in writing scientific papers and literary works, implementing literacy journals for 15 minutes of reading

for students, writer's motivation classes with authors and literacy activists, collaboration with publishers and printers, as well as holding exhibitions of student work literacy.

In the aspect of product evaluation, it also shows a good strategy because it has been carried out, namely periodic evaluations related to the results of implementing the Go School Literacy program process. Which consists of the process of implementing the GLS program that has been carried out with the planned procedures; suitability of the performance of the school literacy team with its work program; and the achievement of program targets in terms of school literacy quality report cards and the improvement of student and teacher work at SMP Hang Tuah 6 Excellent.

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