

## Analyst of Education Quality Improvement in Humbang Hasundutan Regency through the School Literacy Movement

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Article Info	ABSTRACT
<b>Keywords:</b> School Literacy Movement; Educational Quality; Literacy Skills; Learning Process; Learning Outcomes	This study aims to analyze the role of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) in improving the quality of education in Humbang Hasundutan Regency. The study employs a qualitative descriptive-analytical approach using case studies at primary and junior secondary school levels, supported by descriptive quantitative data in the form of literacy pre-tests and post-tests, observations of the learning process, and school assessment results. The findings indicate that the implementation of GLS significantly improved students' literacy skills, with an average score increase of 23.65%, particularly in interpreting textual meaning (26.68%) and drawing conclusions (25.68%). The quality of the learning process also improved, as reflected in increases in text-based learning (46.15%), discussion and reflection activities (54.17%), active student participation (44.44%), and learning motivation (42.86%). In terms of learning outcomes, students' literacy achievement increased by an average of 24.91%, accompanied by a reduction in the proportion of students in the minimum proficiency category from 48% to 29%, as well as an increase in the intermediate and advanced categories. Nevertheless, the implementation of GLS still faces major challenges, including limited literacy resources, teachers' workload, and weak monitoring systems. These findings demonstrate that GLS makes a tangible contribution to improving the quality of both the learning process and learning outcomes, with its effectiveness being strongly influenced by the quality of implementation and the support of the school ecosystem.
This is an open access article under the <a href="https://creativecommons.org/licenses/by-nc/4.0/">CC BY-NC</a> license	<b>Corresponding Author:</b> Pardomuan Manullang Institut Agama Kristen Negeri Tarutung



### INTRODUCTION

Improving the quality of education remains a major challenge in many developing countries, particularly in non-urban areas that face limitations in resources, educational infrastructure, and access to high-quality learning materials. The disparity in educational quality between urban and rural areas has a direct impact on students' low learning outcomes, especially in basic literacy, which serves as the foundation of the entire learning process. This condition indicates that efforts to improve educational quality depend not only on curriculum development but also on strengthening literacy skills as a prerequisite for successful learning.

At the national level, various assessment results indicate that the literacy skills of Indonesian students remain at a level that requires significant improvement. Low levels of reading comprehension and critical thinking have contributed to weak academic achievement across subjects and insufficient student preparedness to face the challenges of the 21st century. Literacy is no longer understood merely as the ability to read and write, but also encompasses the ability to comprehend information, analyze context, and communicate ideas effectively. Therefore, strengthening literacy has become a strategic issue in improving the quality of national education.

In the regional context, Humbang Hasundutan Regency, as a non-urban area, faces similar yet more complex challenges. Limited literacy facilities, variations in teacher competence, and the absence of a strong reading culture within schools and families are factors that influence the quality of regional education. Although various quality improvement programs have been implemented, students' literacy achievements still require serious attention in order to minimize disparities in educational quality across regions.

In response to these conditions, the government initiated the School Literacy Movement (Gerakan Literasi Sekolah/GLS) as a strategic policy to foster a systemic literacy culture. GLS is designed not merely as a reading habituation activity, but as an integrative effort involving the entire school ecosystem to support the improvement of learning quality. Through GLS, literacy is expected to become an inseparable part of the learning process across all subjects, thereby enhancing both the quality of instructional processes and students' learning outcomes.

The urgency of this research lies in the role of literacy as the foundation of lifelong learning and as a key determinant of academic achievement and the development of 21st-century competencies, such as critical thinking, creativity, communication, and collaboration. Although GLS has been implemented nationally, its effectiveness is strongly influenced by local contexts in each region. Therefore, evaluating the implementation of GLS at the regional level is essential to ensure that the policy genuinely contributes to improving educational quality.

A number of previous studies, both nationally and internationally, have shown that school literacy programs have a positive impact on reading skills, learning motivation, and student engagement in learning. However, most studies focus on urban contexts or employ partial approaches that emphasize cognitive aspects alone. Research that examines GLS contextually in non-urban areas, using more holistic indicators of educational quality, remains relatively limited.

This research gap forms the basis for the novelty of this study. The lack of contextual studies on GLS in non-urban areas and the limited integrative analysis between GLS implementation and overall educational quality indicate the need for further research. This study offers novelty through an integrative analysis of the role of GLS in improving educational quality in Humbang Hasundutan Regency, taking into account learning processes, learning outcomes, and the context of policy and school culture.

Based on this background, this study aims to analyze the role and contribution of the School Literacy Movement in improving educational quality in Humbang Hasundutan

Regency. Specifically, this research seeks to identify forms of GLS implementation, analyze its impact on learning processes and outcomes, and examine the challenges encountered in its implementation. The research questions focus on how GLS is implemented in schools, the extent to which GLS contributes to improving educational quality, and the factors that influence the effectiveness of its implementation at the regional level.

## RESEARCH METHODS

### Research Design and Approach

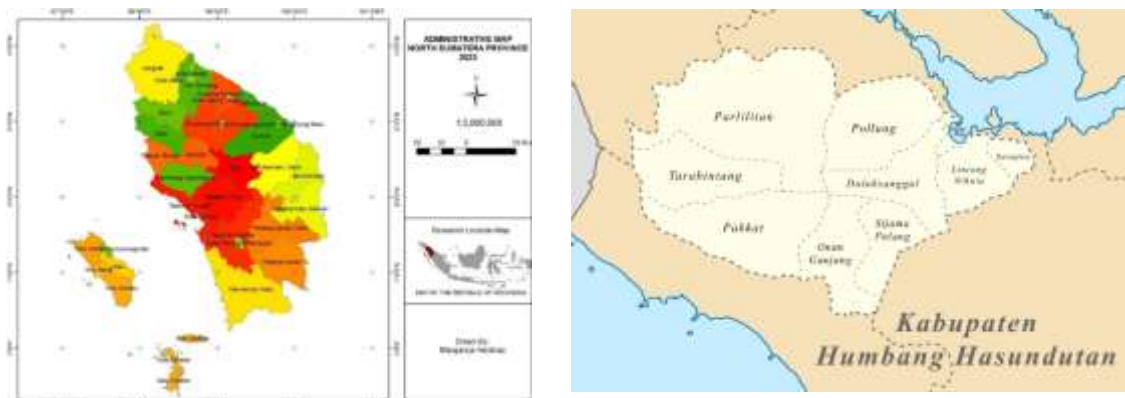
This study employs a qualitative approach with a descriptive-analytical research design. The qualitative approach was selected because the study aims to obtain an in-depth and comprehensive understanding of the implementation of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) and its role in improving educational quality in Humbang Hasundutan Regency. The focus of the research is not limited to measuring outcomes, but also encompasses the processes, contexts, and dynamics of GLS implementation at the school level.

The selection of a qualitative approach is based on several considerations. First, the implementation of GLS represents a contextual educational policy phenomenon that is influenced by various social, cultural, and institutional factors. A qualitative approach allows researchers to explore the perceptions, experiences, and practices of educational stakeholders—such as teachers, school principals, and literacy program coordinators—in greater depth. Second, this approach provides opportunities to reveal variations in GLS implementation across schools, which cannot be fully explained through quantitative data alone.

Furthermore, a descriptive-analytical design is used to systematically describe the forms of GLS implementation and to analyze their relationship with the quality of learning processes and outcomes. Through this design, the study not only describes empirical conditions in the field but also conducts a critical interpretation of the research findings by linking them to theoretical frameworks of literacy and educational quality. Thus, the chosen approach is expected to generate a holistic and contextual understanding of the contribution of GLS to improving educational quality in Humbang Hasundutan Regency.

### Research Location and Subjects

This study was conducted in Humbang Hasundutan Regency, as shown in Figure 1 below, located in North Sumatra Province. Geographically, the regency is classified as a non-urban area characterized by mountainous topography and a relatively dispersed distribution of educational institutions. These geographical conditions have implications for limited access to learning resources, literacy facilities, and the equitable distribution of educational quality, particularly in the area of basic literacy. The selection of Humbang Hasundutan Regency as the research site was based on its relevance to the objectives of the study, namely to analyze the implementation of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) within a regional context that faces structural and cultural challenges in strengthening educational quality.



**Gambar 1.** Research Location in Humbang Hasundutan Regency, North Sumatra Province

The research subjects included educational institutions at the primary and secondary school levels, involving teachers, students, school principals, as well as relevant stakeholders such as school literacy program coordinators and representatives of the local education office. The involvement of these diverse subjects was intended to obtain a comprehensive and holistic understanding of the implementation of the School Literacy Movement (Gerakan Literasi Sekolah/GLS), encompassing aspects of planning, classroom- and school-level implementation, and its impact on the quality of learning processes and outcomes. Accordingly, the research setting and subjects enable a contextual and representative analysis of GLS implementation as an instrument for improving educational quality in non-urban areas.

#### **Data Collection Techniques, Research Instruments, and Data Analysis Techniques**

Data collection in this study was conducted using several complementary techniques to obtain a comprehensive understanding of the implementation of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) and its contribution to improving educational quality. The primary technique employed was observation of GLS implementation in schools, focusing on literacy habituation activities, the integration of literacy into classroom instruction, and the extent to which the school environment supports a culture of reading. In addition, in-depth interviews were conducted with teachers, school principals, and school literacy coordinators to explore their perceptions, experiences, and strategies in implementing GLS.

Data were also collected through document analysis, including school literacy programs, GLS implementation reports, and Education Report Card (Rapor Pendidikan) documents as supporting data sources related to educational quality outcomes. The research instruments were developed in accordance with the qualitative approach adopted in this study. These instruments included a GLS observation guide to systematically record literacy practices in schools, a semi-structured interview protocol that allows for in-depth exploration while maintaining the research focus, and a document analysis checklist to examine the alignment between policy, planning, and GLS implementation at the school level, as presented in Table 1 below.

**Tabel 1.** Data Collection Techniques, Instruments, and Research Data Sources

Methodological Aspect	Technique	Instrument	Data Source	Purpose of Data Collection
GLS Implementation	Observation	GLS observation guide	School literacy activities (classrooms, libraries, reading corners)	To identify the forms and quality of GLS implementation
Perceptions & Practices	In-depth interviews	Semi-structured interview guide	Teachers, school principals, literacy coordinators	To explore experiences, strategies, and challenges in GLS implementation
Policy Documents & Outcomes	Documentation	Document analysis checklist	School programs, GLS reports, Education Report Card (Rapor Pendidikan)	To analyze the relationship between GLS and educational quality
Supporting Data	Archival study	Data recap format	Literacy achievement data / school assessments	To strengthen findings through descriptive quantitative data

All collected data were analyzed using qualitative analysis techniques through the stages of data reduction, categorization, and interpretative conclusion drawing. A detailed description of these analytical stages is presented in Table 2 below.

**Tabel 2.** Stages of Research Data Analysis

Analysis Stage	Main Activities	Output
Data Reduction	Selecting, focusing, and simplifying data from observations, interviews, and documents	Organized data aligned with the research focus
Categorization	Grouping data into themes: GLS implementation, impacts, and challenges	Analytical themes and sub-themes
Conclusion Drawing	Interpreting the meaning of the data and its relationship to theories of literacy and educational quality	Research findings and implications
Data Validation	Source and method triangulation	Credible and valid findings

When literacy achievement data or assessment results are available, descriptive quantitative analysis is employed as a complementary approach to strengthen the qualitative

findings. Data validity is ensured through source and method triangulation by comparing the results of observations, interviews, and document analysis, thereby enhancing the credibility and trustworthiness of the research findings.

## RESULTS AND DISCUSSION

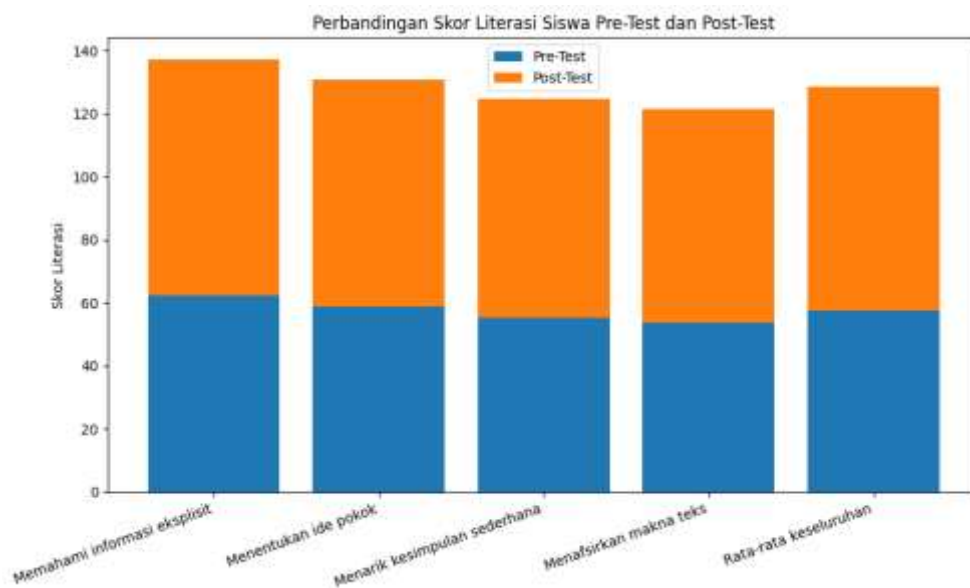
### Overview of the Implementation of the School Literacy Movement

This study adopted a case study approach involving several primary and junior secondary schools in Humbang Hasundutan Regency that had implemented the School Literacy Movement (Gerakan Literasi Sekolah/GLS) on a regular basis for at least one semester. The case study design was chosen to provide an in-depth empirical description of GLS implementation and its impact on students' literacy skills. To objectively measure this impact, the study employed pre-test and post-test assessments of reading literacy, administered before and after the GLS implementation period.

GLS activities in the case study schools included a 15-minute reading habituation activity prior to classroom instruction, the provision of classroom reading corners, the integration of literacy into learning activities, and advanced literacy activities such as reading journals. The results of observations and interviews indicate that the intensity and quality of GLS implementation varied across schools, leading to differences in the degree of improvement in students' literacy skills.

**Tabel 3.** Pre-Test and Post-Test Results of Students' Literacy Skills (Case Study)

Literacy Indicator	Average Pre-Test Score	Average Post-Test Score	Score Difference	Percentage Increase
Understanding explicit information	62.4	74.8	+12.4	19.87%
Identifying the main idea	58.7	72.1	+13.4	22.83%
Drawing simple conclusions	55.3	69.5	+14.2	25.68%
Interpreting text meaning	53.6	67.9	+14.3	26.68%
Overall average	57.5	71.1	+13.6	23.65%



**Gambar 2.** Comparison Chart of Student Literacy Scores Pre-Test and Post-Test

The pre-test results presented in Table 2 and Figure 2 above indicate that students' literacy skills in the case study schools remain in the moderate-to-low category, particularly in the indicators of interpreting text meaning and drawing conclusions. This condition reflects prior instructional practices that were still largely oriented toward literal comprehension and had not optimally fostered students' critical thinking skills.

Following the implementation of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) over one semester, the post-test results show an average score increase of 23.65%, with the greatest improvements observed in the indicators of interpreting text meaning and drawing conclusions. These findings suggest that consistent reading habituation and text-based discussions conducted through GLS contribute positively to the strengthening of higher-order literacy skills.

From a case study perspective, schools that demonstrated active teacher involvement, strong school-level policy support, and adequate literacy facilities exhibited more significant increases in post-test scores compared to schools where GLS implementation was primarily administrative in nature. This finding underscores that the effectiveness of GLS is determined not merely by the presence of the program, but by the quality of its implementation and the support of the broader school ecosystem.

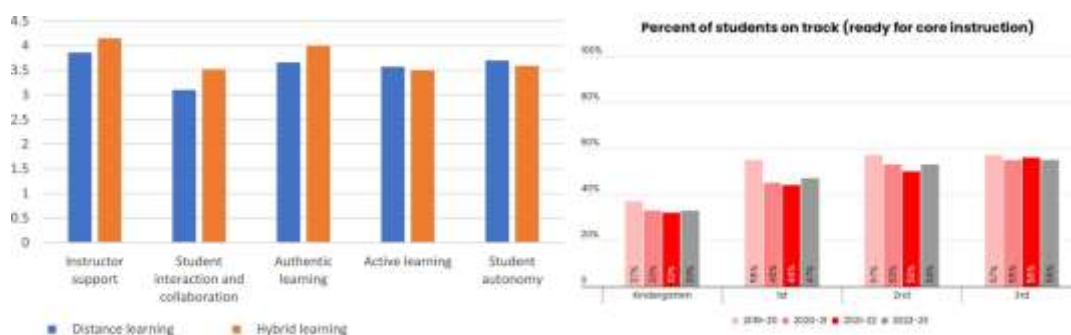
Overall, the quantitative pre-test and post-test results in this case study reinforce the qualitative findings that the School Literacy Movement makes a tangible contribution to improving students' literacy skills and the quality of learning processes. Nevertheless, variations in improvement across indicators and schools indicate the need to strengthen teacher capacity, ensure policy consistency at the school level, and develop more contextualized literacy activities so that the impact of GLS on educational quality in Humbang Hasundutan Regency can be more optimal and sustainable.

### The Impact of GLS on the Quality of the Learning Process

Based on the case studies conducted in schools in Humbang Hasundutan Regency, the implementation of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) not only affected improvements in students' literacy outcomes but also brought about significant changes in the quality of classroom learning processes. These impacts were observed through shifts in teachers' instructional practices, improvements in students' reading and text comprehension skills, as well as students' responses and learning motivation during the instructional process. To obtain measurable evidence, this study combined the results of structured classroom learning observations with quantitative data from pre-test and post-test assessments, as well as students' response scales toward literacy-based learning.

**Tabel 4.** Changes in the Quality of the Learning Process Before and After the Implementation of GLS

Learning Process Indicator	Average Score Before GLS	Average Score After GLS	Score Difference	Percentage Increase
Text-based instruction	2.6	3.8	+1.2	46.15%
Discussion and reflection activities	2.4	3.7	+1.3	54.17%
Reading comprehension skills	57.5	71.1	+13.6	23.65%
Active student participation	2.7	3.9	+1.2	44.44%
Student learning motivation	2.8	4.0	+1.2	42.86%



**Gambar 3.** Comparison of Learning Process Quality Scores Before and After GLS

The analysis results presented in Table 4 and Figure 3 above indicate that the implementation of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) has had a positive impact on changes in classroom instructional practices. Prior to GLS implementation, teaching tended to focus on content delivery and drill-based exercises, with relatively limited student engagement. Following the implementation of GLS, teachers began to integrate reading texts into instruction, encourage discussion, and invite students to engage in simple reflection on the content of the readings. This shift is reflected in a 46.15% increase in text-based instruction scores and a 54.17% increase in discussion activities.

In terms of reading and text comprehension skills, the increase in the average score from 57.5 in the pre-test to 71.1 in the post-test indicates that literacy-based instruction affects not only reading habits but also the quality of students' comprehension. This improvement reinforces the finding that literacy integrated into the learning process directly contributes to enhanced academic quality.

Furthermore, students' responses and learning motivation showed significant improvement. Scores for active participation and learning motivation increased by 44.44% and 42.86%, respectively. Interviews with teachers revealed that students became more enthusiastic about learning because instructional materials were presented through relevant and contextual reading texts. Thus, GLS plays a role in creating a more interactive, meaningful, and student-centered learning environment.

Overall, the quantitative and qualitative findings from this case study demonstrate that the School Literacy Movement has a tangible impact on improving the quality of learning processes. GLS not only enhances students' literacy skills but also promotes the transformation of teachers' pedagogical practices and increases students' learning motivation, ultimately contributing to the improvement of educational quality in Humbang Hasundutan Regency.

### The Impact of the School Literacy Movement on the Quality of Learning Outcomes

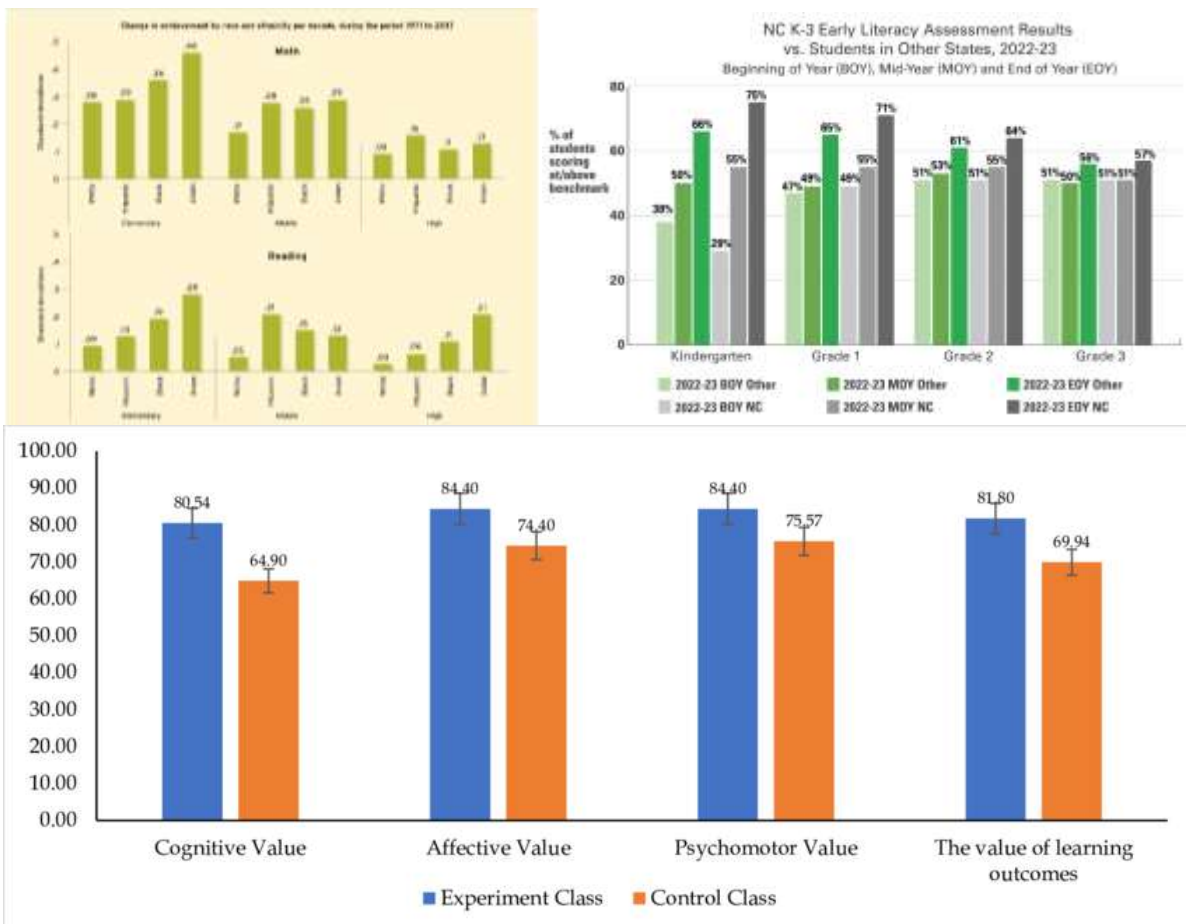
In addition to its impact on the quality of learning processes, the implementation of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) in the case study schools in Humbang Hasundutan Regency also demonstrated a tangible influence on the quality of students' learning outcomes, particularly in literacy achievement and school assessment results. This impact was analyzed through a comparison of literacy pre-test and post-test results, as well as a review of school assessment data and National Assessment (Asesmen Nasional/AN) results as broader indicators of learning achievement. This approach enabled the researchers to examine the relationship between GLS implementation and improvements in students' learning outcomes in a quantitative and measurable manner.

**Tabel 5.** Development of Student Literacy Achievements Before and After GLS Implementation

Literacy Learning Outcome Indicator	Average Score Before GLS	Average Score After GLS	Score Difference	Percentage Increase
Literal reading comprehension	60.2	73.4	+13.2	21.93%
Inferential comprehension	56.8	70.9	+14.1	24.82%
Evaluative comprehension	54.1	68.7	+14.6	26.99%
Ability to answer contextual questions	55.4	69.8	+14.4	25.99%
Overall average	56.6	70.7	+14.1	24.91%

**Tabel 6.** Comparison of School Assessment/AN Results Before and After GLS

Assessment Indicator	Before GLS Implementation	After GLS Implementation	Change
Average school literacy score	58.9	72.3	Increased
Percentage of students in the minimum category	48%	29%	Decreased
Percentage of students in the intermediate category	37%	46%	Increased
Percentage of students in the proficient category	15%	25%	Increased
School literacy index (Education Report Card)	Low–Moderate	Moderate	Improved



**Gambar 4.** Comparison Chart of Average Literacy Learning Outcomes Before and After GLS

The quantitative analysis presented in Tables 5 and 6 and Figure 4 above demonstrates that the implementation of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) has had a positive impact on the development of students' literacy achievement. The 24.91% increase in average literacy scores indicates that students experienced improvements not only

in literal reading comprehension but also in inferential and evaluative skills, which are indicators of higher-order thinking. This finding suggests that GLS contributes substantively to the improvement of learning outcome quality.

The relationship between GLS implementation and school assessment results as well as the National Assessment (Asesmen Nasional) is evident in the decrease in the proportion of students in the minimum proficiency category and the increase in the proportion of students in the intermediate and proficient categories. Schools that consistently implemented GLS demonstrated improvements in their school literacy index as reflected in the Education Report Card, indicating an institutional-level enhancement of learning outcomes.

The comparison of learning outcomes before and after GLS implementation confirms that these improvements were not incidental, but closely associated with changes in instructional practices and the literacy culture fostered through GLS. These findings are consistent with the results presented in Subsections 3.1 and 3.2, which reported improvements in the quality of implementation and learning processes.

Overall, the findings of this case study reveal that the School Literacy Movement plays a significant role in improving the quality of students' learning outcomes in Humbang Hasundutan Regency. GLS not only influences reading habits but also enhances measurable academic achievement as reflected in school assessments and the National Assessment. Nevertheless, variations in improvement across schools indicate the need for strengthened policy support, teacher mentoring, and continuous monitoring to ensure that the impact of GLS on learning outcomes becomes more equitable and sustainable.

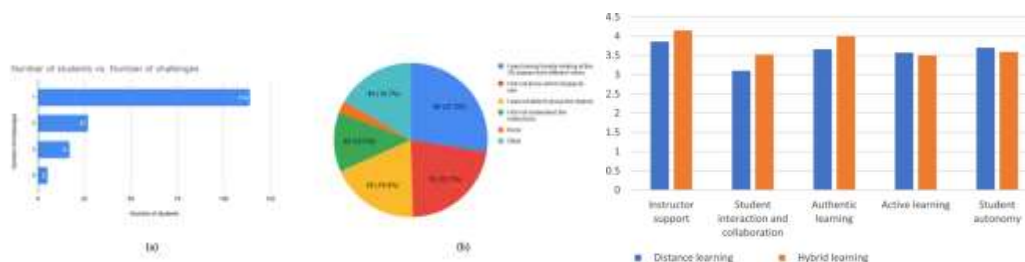
### Challenges and Obstacles to Implementing the School Literacy Movement

Although the research findings indicate that the School Literacy Movement (Gerakan Literasi Sekolah/GLS) has a positive impact on the quality of learning processes and student learning outcomes, its implementation in Humbang Hasundutan Regency continues to face various challenges and constraints. Based on case studies conducted in the participating schools, these challenges encompass aspects of literacy infrastructure and facilities, human resource (HR) capacity, school literacy culture, as well as policy-related barriers and limitations in monitoring systems. To obtain a more objective overview, the challenges of GLS implementation were analyzed using descriptive quantitative data derived from structured observations and questionnaires administered to teachers and school principals.

**Tabel 7.** Level of GLS Implementation Constraints in Case Study Schools

Type of Constraint	Constraint Indicator	Average Score (1–5)	Constraint Category
Literacy facilities	Availability of quality reading materials	2.3	High
Literacy facilities	Access to libraries and reading spaces	2.6	Moderate
Teacher human resources	Competence in literacy-based instruction	2.8	Moderate
Teacher human resources	Teacher workload	3.7	High

Type of Constraint	Constraint Indicator	Average Score (1–5)	Constraint Category
Literacy culture	Students' reading interest	2.9	Moderate
School policy	Integration of GLS into school planning	3.1	Moderate
Monitoring	Evaluation and follow-up of GLS implementation	2.5	High



**Gambar 5.** Graph of the Level of Obstacles in Implementing the School Literacy Movement

The analysis presented in Table 7 and Figure 5 above indicates that limitations in literacy facilities and infrastructure remain the primary challenges in the implementation of the School Literacy Movement (Gerakan Literasi Sekolah/GLS). The low score for the availability of quality reading materials reflects students' limited access to varied and contextual reading resources. This condition constrains the optimization of literacy activities, particularly in schools with limited budgets and restricted access to learning resources.

From the human resource perspective, teacher workload emerges as a significant constraint. Although teachers' competence in literacy-based instruction is categorized as moderate, limited time and high administrative demands hinder teachers from developing literacy activities in more creative and sustainable ways. This finding is consistent with the results presented in Subsection 3.2, which identified active teacher involvement as a key factor in the success of GLS.

Regarding literacy culture, students' reading interest remains at a moderate level, indicating that literacy habituation requires time and consistency to develop strong and enduring reading habits. In addition, policy- and monitoring-related barriers are evident in the suboptimal mechanisms for evaluating and following up on GLS programs at both school and regional levels. Monitoring practices that are largely administrative and lack substantive feedback contribute to variations in the quality of GLS implementation across schools.

Variations in GLS implementation among schools are a consequence of differences in facility support, teacher capacity, and the commitment of school leadership. Schools with strong leadership and clear internal policies tend to be better positioned to minimize constraints and optimize GLS implementation. Conversely, schools with limited resources exhibit relatively lower GLS impacts, although the potential for quality improvement remains evident.

Overall, these findings indicate that the success of the School Literacy Movement is determined not only by program design, but also by resource readiness, policy consistency,

and effective monitoring systems. Therefore, strengthening literacy facilities, enhancing teacher capacity, and improving evaluation and mentoring mechanisms are essential prerequisites to ensure the sustainability and equitable impact of GLS on educational quality in Humbang Hasundutan Regency.

### **Discussion in Theoretical and Empirical Perspectives**

Theoretically, the findings of this study are aligned with modern literacy theory, which positions literacy as the foundation of learning and a prerequisite for the development of higher-order thinking skills. The improvement in students' inferential and evaluative literacy abilities indicates that GLS contributes to meaningful learning, as emphasized in constructivist theory and comprehension-based learning approaches.

From an educational quality perspective, the findings support the input–process–output framework, in which the strengthening of learning processes through GLS leads to improved learning outcomes. Empirically, these findings are consistent with previous studies demonstrating that school literacy programs enhance reading skills, learning motivation, and student engagement. However, this study extends the existing body of empirical research by providing contextual evidence from a non-urban region, which remains relatively underrepresented in the literature.

The policy implications of these findings underscore the need to position GLS as a core strategy for improving regional educational quality. Local governments should strengthen policy support, provide adequate literacy facilities, enhance teacher capacity, and develop quality-based monitoring systems. With a more contextualized and sustainable approach, GLS has the potential to serve as an effective instrument for improving educational quality and reducing regional disparities.

## **CONCLUSION**

The School Literacy Movement (Gerakan Literasi Sekolah/GLS) plays a strategic role in improving educational quality in Humbang Hasundutan Regency, both in terms of learning processes and learning outcomes. The implementation of GLS has been shown to encourage shifts in classroom instructional practices toward text-based learning, discussion, and reflection, resulting in increased student engagement and learning motivation. Quantitatively, comparisons between pre-test and post-test results indicate a significant improvement in students' literacy skills, particularly in inferential and evaluative comprehension. Furthermore, improvements in school assessment results and National Assessment outcomes strengthen the evidence that GLS makes a tangible contribution to enhancing the quality of learning outcomes at the institutional level. The practical implications of these findings suggest that schools and teachers should position GLS as an integral component of the learning process, rather than merely as a habituation activity or an administrative requirement. Strengthening teacher capacity in literacy-based instruction, utilizing contextual reading materials, and creating learning environments that support a culture of reading are key factors for the sustainability of GLS. At the policy level, local education authorities need to reinforce support for GLS through the provision of adequate literacy facilities, the development of teacher mentoring programs, and the establishment of monitoring and evaluation systems oriented

toward the quality of implementation and learning impact. Theoretically, this study enriches the field of educational literacy by providing contextual empirical evidence from a non-urban setting and by affirming the close interrelationship between literacy strengthening, the quality of learning processes, and improvements in student learning outcomes as an integrated effort to enhance educational quality.

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