



School-Based Literacy Interventions: The Role of the School Literacy Movement (GLS) Program in Shaping Students' Reading Literacy

Original research article

Silfi Melindawati^{1a,b}, E Kus Eddy Sartono^{2a}, Wuri Wuryandani^{3a}, Shindy Lestari^{4a, c}, Fatia Fatimah^{5d}, Zetra Hainul Putra^{6e}, Irwan Prayitno^{7f}

^aElementary Education, Universitas Negeri Yogyakarta; ^bElementary School Teacher Training, Universitas Adzkia; ^cDepartment of Elementary Education, Universitas Rokania; ^dDepartment of Mathematics, Universitas Terbuka; ^eDepartment of Elementary Education, Universitas Riau; ^fFaculty of Economics and Business, Universitas Muhammadiyah Jakarta

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Abstract

The programs' meaningful increases in students' reading literacy based on intrinsic and extrinsic motivation to read as the most important basis for students to develop HOTS. This study explores the impact of the School Literacy Movement (GLS) program on students' reading literacy, with a specific focus on its influence on students' 15-minute daily reading habits to read fiction and nonfiction. This research uses a quantitative design with a predictive correlation design using a questionnaire of structural equation modeling (SEM) analysis. The participants were selected based on who actively participates in the GLS programs using a cluster sampling technique, selecting 105 teachers in Riau province, Indonesia. The findings research also demonstrate that the programs contribute to the development and reinforcement of elementary school students' daily reading routines, promoting reading as a consistent and meaningful habit. The study highlights the broader educational value of structured school-based literacy interventions in fostering engaged, reflective, and lifelong readers.

Keywords: *GLS program, reading literacy, elementary education, structural equation modeling (SEM)*

For primary school students, reading is an essential part of their educational development since it establishes the foundation for all subsequent learning.

Mihret & Joshi (2025) stated that accustoming students to reading in early education is essential, as it can improve the students' aptitude in a variety of courses.

Correspondence to: Silfi Melindawati, a student of a doctorate in the Department of Primary Education, Faculty of Education at Universitas Negeri Yogyakarta, and a lecturer of Universitas Adzkia
Email: silfimelindawati.2023@student.uny.ac.id, silfi.m@adzkia.ac.id

It is because reading is much related to the enhancement of vocabulary and comprehension skills, which are essential to success in all subjects of education (Ramadani et al, 2019). Oliveira et al (2023) emphasize that students who often participate in reading activities develop their semantic abilities, which are vital for their overall comprehension skills. Furthermore, the importance of reading extends beyond mere academic achievement; it fosters critical skills such as critical thinking and problem-solving. According to Astuti et al (2022) that early exposure to reading can have a major impact on a student's interest in and engagement with texts, both of which are necessary for lifetime learning. Habibi et al (2020) reflect this sentiment, arguing that reading in the primary years not only lays the groundwork for academic success but also has an impact on later personal and professional aspirations. As children learn to traverse texts, they gain the abilities required for effective communication and informed decision-making in their daily lives (Alamsyah et al., 2023).

The deficiency in reading among Indonesian students was mirrored in the results of Indonesian student literacy scores in international standards. Indonesia placed 45th out of 48 participating nations in the Progress in International Reading Literacy Study (PIRLS), with an average score of 428, much lower than the international norm of 500 (Pratiwi et al., 2022; Zuhendri & Warmansyah, 2020). Similar to that, the results of the Programme for International Student Assessment (PISA) demonstrate a lack of Indonesian students reading. In the 2018 PISA assessment, Indonesia scored 72 out of 79 countries, with a score of 371, suggesting inadequate reading comprehension skills (Nuryana et al., 2020). Furthermore, the PISA 2019 study rated Indonesia 72 out of 78 Nations, demonstrating that Indonesian students' literacy skills remain inadequate when compared to their international classmates (Rahmawati et al., 2023). In the latest PISA, 2022, Indonesian students were claimed to have ranked 59th out of 81 countries, a slight increase over previous assessments (Umam et al, 2025). The consistent low ranking across these assessments suggests that Indonesian students are not adequately developing their reading skills. Similar data is also provided

by UNESCO, which shows that the reading interest of the Indonesian people is very low, only around 0.001%, which means that out of 1000 people, only 1 likes to read.

The data explain the urgency of empowering Indonesian students' reading, including among elementary school students. In response to this case, the Indonesian Ministry of Education initiated some programs, one of which is School Literacy Movement (GLS). The GLS attempts to build a reading culture through community engagement, involving students, teachers, parents, and the larger community in creating supportive literacy environments (Cahyani et al, 2025; Ningsih & Sudjati, 2023). The GLS program activities are believed to be effective in enhancing students' literacy skills, as they involve critical thinking, information synthesis, and social responsibility (Arianto et al, 2025). The GLS program aimed at improving and growing student literacy because with proper literacy students can learn well through reading, seeing, listening, writing, and or speaking to form life-long learning (Misnati et al, 2022). This comprehensive strategy is essential for meeting the different literacy demands of both teachers and students. It has also resulted in the incorporation of literacy activities comprehensive educational framework (Sari et al, 2025; Umam et al, 2025). There are several focuses on this program. Firstly, it tries to accustom students to reading 15 minutes a day before the teaching and learning process is carried out (Marmoah et al, 2022; Ningsih & Sudjati, 2023). Secondly, it emphasizes discussion among teachers and students, such as discussing the book content, cover, title, or authors (Jong et al, 2022). Thirdly, providing a library the appropriate literature contains textbooks, research reports, journals, periodicals, and the internet (Solekhah & Mustadi, 2019). Fourthly, read and change books where students share and change books with their peers (Altamimi & Ogdol, 2023). The GLS program, with these objectives, hoped to empower the Indonesian students reading literacy, mainly among elementary school students.

The GLS program really empower the students' reading literacy? This is a question that needs to be addressed to emphasize the efficiency of the program. Many scholars have attempted to answer

the question through research. For example, through a qualitative procedure research by Ilmi et al. (2021) explore the attempt of the GLS program to empower students' reading interest (Misnati et al, 2023; Ningsih & Sudjati, 2023) writing and communicating (Risgianti & Mulyanto, 2025). Generally, the typical research about of implementation the GLS program which is conducted by Cahyani et al, 2025; Ningsih & Sudjati, 2023; Yulianto et al, 2018, program improvement to strengthen 21st-century skills (Nadifa & Zulvani, 2024), program evaluation (Ariyani et al, 2025), and the impact of the GLS program on students reading interest (Azzahra & Apoko, 2024; Elizabeth et al, 2023). Little research has been done on the ability of the program to obtain its basic objective, such as the determination of students' reading a book.

As mentioned in the previous paragraph, the main purpose is to make reading become a habit for elementary school students, including the program reading non-fiction books, reading story books, 15 minutes reading habits. Zakaria & Mahfud (2021) stated that the school literacy movement in Indonesia through the GLS program promotes this technique, claiming that it fosters a reading habit that instills discipline and information gain. It is also to foster a passion for reading, building not just skills but also confidence and enthusiasm in students.

In the research on the implementation of the School Literacy Movement (GLS) program, several theoretical and methodological gaps need to be addressed. Theoretically, much of the existing research focuses predominantly on aspects such as student motivation and interest in reading within the GLS context (Khairuddin, 2013; Pelletier et al., 2022) with limited exploration of the direct impact of reading activities on students' reading literacy, particularly concerning the duration or type of books being read. Previous studies have highlighted that the type of texts, such as non-fiction versus fiction, affects the development of reading skills and comprehension differently (Bursali, 2019; Kim et al, 2023; Topping, 2015). Therefore, this research aims to fill this gap by examining the program to get used to reading 15 minutes of fiction and non-fiction material on the reading literacy of elementary school students within the GLS

framework.

This theoretical gap is clearly visible in the section „Does the GLS Program really empower students' reading literacy?“ This shows that studies regarding the GLS program have not been implemented optimally so that direct literacy impacts are still rarely carried out and the results of National surveys have not shown good achievements, especially the reading literacy of elementary school students. Methodologically, most research on the GLS program uses a qualitative approach, with a focus on understanding existing phenomena (Ariyani et al, 2025; Khozin et al, 2021; Nikmah et al, 2025). Although the qualitative approach provides in-depth insight into the experiences and perceptions of the subject, representing teachers and students, it does not measure the scale of the direct impact on the development of students' reading literacy.

In this context, research using quantitative methods with Structural Equation Modeling (SEM) analysis can provide a clearer picture using a broad subject scale regarding the impact of the implementation of the GLS program on the literacy outcomes of elementary school students. This methodological gap must be addressed in this research, as mentioned in the background section, which highlights the importance of structured evaluation and measuring program effectiveness (Reed et al, 2021; Smith & Hasan, 2020), which is useful for education stakeholders, teachers, and parents of students in fostering a culture of reading literacy from an early age to students.

Based on the explanation above, research on the GLS program has been carried out on reading habit strategies and methods. This research aimed to determine the impact of the GLS program on students' reading literacy and trends in research using quantitative methods with a predictive correlation design in SEM analysis. Based on the research background that has been stated, the problems studied can be formulated in research questions as follows:

1. How is the impact of the GLS program implementation of reading non-fiction books activities on students' reading literacy?
2. How is the impact of the GLS program implementation of reading story books activities on students' reading literacy?
3. How is the impact of the GLS program

implementation of 15-minute reading activities on students' reading literacy?

Methods

Research Design

This study adopts a quantitative approach with a predictive correlational design to explore and understand the relationships between variables and predict outcomes based on these relationships. The predictive correlational design is tries to determine the relationship between each of the constructs evaluated and the possibility of predicting the dependent variable or criterion from the independent (Creswell & Creswell, 2018). This study aims to examine the impact of the constructs and predict the independent or predictor variable, which is the GLS program activities, including: reading non-fiction books, storybooks, and the 15-minute daily reading practice toward dependent or criterion variable, which is the elementary school students' reading literacy.

The multivariate analysis allows for examining multiple predictor variables simultaneously, providing a deeper understanding of how each activity impacts reading literacy while accounting for the influence of other variables. This approach

not only identifies the strength and direction of these relationships but also explains the nature of the effects, offering valuable insights into the specific factors that contribute to improvements in reading skills. By applying this methodology, the study aims to fill a gap in the existing literature, where limited research has quantitatively examined the direct effects of GLS activities on literacy outcomes, thus providing actionable evidence for future educational strategies.

Participants

In the current research, the data were collected from teachers who implement the GLS program. They will give their perception, understanding, and record related to their experience carrying out the program. They were hoping to give their perception regarding the appropriateness and significance of the program in impacting the student habit of 15 minutes of reading a day and the student motivation to read nonfiction and storybooks. To contextualize the relevance of the research, a specific province of Indonesia was determined as the study location. The sample determination was conducted through a cluster sampling technique, selecting 105 teachers in Riau province, can be seen Table 1.

Table 1.

Teacher demography in Riau Province

Participants Background	Demography Character	Score	
		Frequency	Percentage
Gender	Male	29	27.62
	Female	76	72.38
Educational Background	Elementary School	68	64.76
	Mathematics	17	16.19
	Biology	12	11.43
	Education in other subjects	8	7.62
Teaching experiences	1 – 2 years	12	11.43
	3 – 5 years	37	35.24
	6 – 7 years	18	17.14
	8 – 10 years	12	11.43
	11 – 13 years	19	18.10
	14 – 15 years	5	4.76
	16 years or more	2	1.90
Teaching in grades	1 th grade	16	15.24
	2 rd grade	18	17.14
	3 th grade	17	16.19
	4 th grade	20	19.05
	5 th grade	10	9.52
	6 th grade	24	22.86

Random study participation was used to guarantee that each teacher had an equal opportunity to be a research sample in disclosing the GLS program that had been implemented in the classroom and at school, with no prejudice or inequalities. As a result, the distribution of involvement demonstrates the quality of the data collection. Based on Table 1, female teacher outweigh male teachers by 72.38%. Furthermore, elementary school teachers have educational backgrounds study programs that include 64.78% elementary school, 16.19% mathematics, 11.43% biology, and 7.62% other study fields such as english, civics, guidance and counseling, and educational management, all of which have educational equivalency in elementary school study programs. Participants had 3-5 years of teaching experience 35.24% and taught in all

elementary school grades. This suggests that teacher must adopt of the GLS program both in and out of the classroom, as well as in the school environment, based on their expertise and degree of teaching.

Instruments

The survey items measuring the GLS program implementation, student habit to read nonfiction books, story books, and students 15-minute reading habit were developed and validated by the researcher. There are several indicators for this, such as the factor loading should be at the minimum of 0.4, the composite reliability (CR) should be above 0.70, and the average variance extracted should be above 0.50 (Cheung et al, 2023). The detailed value of the instrument can be seen in Table 2.

Table 2.
Instrument Research Validation

Instruments	Items	Factor loading	CR	AVE
Reading non-fiction books	NFBI1	0.637	0.729	0.733
	NFBI2	0.918		
	NFBI3	0.839		
Reading storybooks	RSB1	0.748	0.852	0.749
	RSB2	0.823		
	RSB3	0.784		
	RSB4	0.822		
15 minutes of reading habits	MRH1	0.852	0.776	0.723
	MRH2	0.919		
	MRH3	0.622		
	MRH4	0.898		
School Literacy Movement (GLS program)	RL1	0.739	0.814	0.741
	RL2	0.459		
	RL3	0.960		
	RL4	0.967		
	RL5	0.940		
	RL6	0.920		
	RL7	0.240		
	RL8	0.697		

Based on the above table, the instrument is acceptable and reliable to be used in current research. The instrument of reading nonfiction books has the factor loading ranging from 0.637 to 0.918, the CR value was 0.729, and the AVE value was 0.733, all standards were reached. The instrument of reading storybooks has a factor loading ranging from 0.748 to 0.823, the CR value was 0.852, and the AVE value was 0.749, all standards were reached. The

instrument of 15-minute reading habits has the factor loading ranging from 0.622 to 0.919, the CR value was 0.776, and the AVE value was 0.23, all standards were reached. The last instrument, namely the School Literacy Movement (GLS) program, has a factor loading ranging from 0.240 to 0.960, a CR value of 0.814, and an AVE value of 0.741. However, since the other standard has been achieved, it is acceptable. Therefore, the instrument can be used in current research.

Data analysis

The data collected can then be analyzed through the structural equation modelling (SEM) procedure structure of the hypothesized model will be examined, and the correlation coefficient as well as the standardized coefficient value will be examined. In validating the model structure, confirmatory factor analysis utilizing several model fit indices will be used. Several model fit indices considered were namely SRMR, chi-square, CFI, TLI, RMSEA, and NFI.

The first, SRMR, is classified as an absolute fit index that quantifies the average discrepancy between observed and predicted correlations. Values at or below 0.08 are generally accepted as indicators of good model fit (McNeish & Matta, 2025). Second, the chi-square (χ^2) test assesses model fit through hypothesis testing, where a non-significant p-value suggests an acceptable fit. Third, CFI, an incremental fit index, evaluates the tested model against a baseline model, using scores of 0.90 or higher are typically seen as indicative of strong fit, with higher values reflecting greater alignment and adjustment for model complexity (Shi et al, 2019). Fourth, TLI incorporates considerations of model simplicity, and values above 0.90 are commonly interpreted as signifying a satisfactory fit (Montoya & Edwards, 2021). Fifth, RMSEA evaluates how well the model would fit the population's covariance matrix, with values under 0.06 denoting a good fit and values up to 0.08 regarded as acceptable. Sixth, NFI measures the improvement of the model over a null model, with values at or above 0.90 reflecting a desirable model fit (Shi et al, 2019). Taken together, these indicators form a comprehensive set of criteria for assessing model fit in Structural Equation Modeling (SEM), aiding researchers in systematically

refining their theoretical models.

When validating the model structure, the correlation coefficient is a statistical indicator that measures the strength and direction of the linear relationship between two variables. Its values range from -1 to 1, with -1 indicating a perfect negative relationship, 0 meaning no correlation, and 1 representing a perfect positive relationship (Jiang, 2018). This coefficient helps determine how variations in one variable are related to changes in another, making it a fundamental element in data analysis (George et al., 2022). On the other hand, the standardized coefficient, commonly applied in regression analysis, expresses how many standard deviations the dependent variable changes in response to a one standard deviation change in the independent variable, and standardizing, researchers can more easily compare the relative impact of predictors, especially when the variables involved are measured on different scales (Nieminen, 2022). These coefficients are particularly valuable when evaluating each predictor's contribution to the model outcome, offering a clearer and more interpretable comparison across variables (Hair et al, 2021).

Findings

The current research seeks to examine the impact of the GLS program on students' reading habits and motivation to 15-minute reading habits, read nonfiction and storybooks in elementary school education. Before examining the predictive significance of the GLS program, the model structure was examined for its validity and reliability. In this case, the confirmatory factor analysis through model fit indices was utilized, and the result is reported in Table 3.

Table 3.
Model Fit Indices

Model	Saturated Model	Estimated Model
SRMR	0.071	0.074
Chi-Square	447.711	450.561
CFI	0.91	0.93
TLI	0.94	0.96
RMSEA	0.07	0.04
NFI	0.93	0.91

Based on the standard given in the data analysis explanation, the model fit indices were found to gain the acceptable value as the indicator of a good model. For example, the SRMR for the saturated model was 0.071, and the estimated model was 0.074, gaining the threshold of below 0.08. The CFI saturated model was 0.91, and the estimated model was 0.93, gaining the threshold of above 0.90. TLI with the saturated model of 0.94 and estimated model of 0.93, gaining the threshold of 0.90. The NFI saturated model was 0.93,

and the estimated model was 0.91, gaining the acceptable value of 0.90 and RMSEA with the saturated model was 0.07, and the estimated model was 0.04, gaining the acceptable value of below 0.6 or 0.8. Therefore, based on the given standard, the current model of measurement is valid. After validating the model structure, the impact and correlation between the variables were examined. On the correlation between variables, the result can be seen in Table 4. It captures how all variables were correlated with each other.

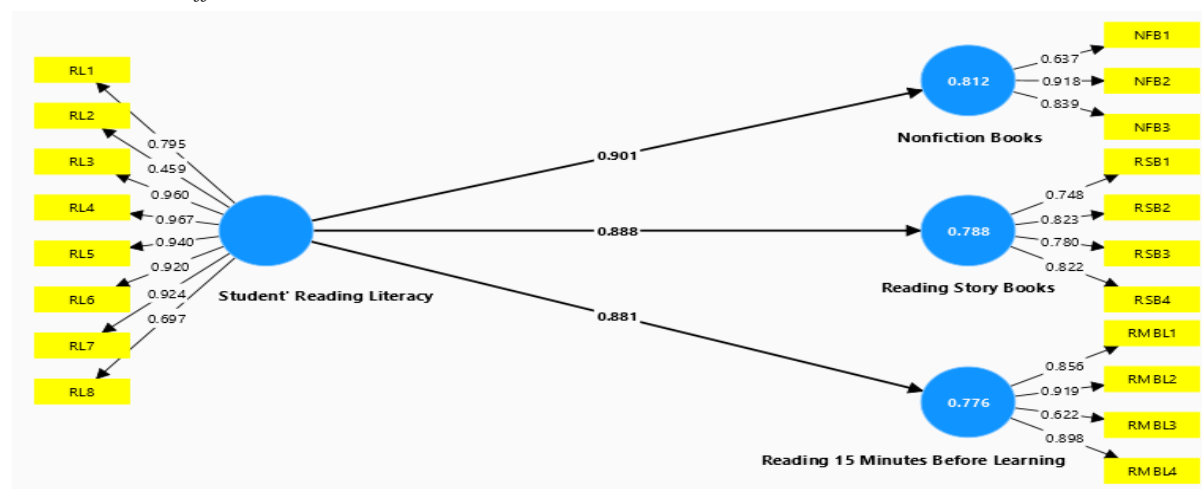
Table 4.
Correlation Coefficient

Variable	Nonfiction Books	Reading Story Books	Reading 15 Minutes Before Learning	Students' Reading Literacy
Nonfiction books	1.000	0.754	0.634	0.649
Reading story books	0.754	1.000	0.660	0.771
Reading 15 minutes before learning	0.634	0.660	1.000	0.659
Student' reading literacy	0.649	0.771	0.659	1.000

Based on the result, all variables have a positive and strong correlation. For example, there is a positive and strong correlation between the GLS program is students to read nonfiction books, with a value of 0.649, and with reading storybooks, with a value of 0.771, and with reading for 15 minutes, with a value of 0.659. There is a positive and strong correlation between the 15-minute reading habit and the motivation to read nonfiction books, with a value of 0.634, and reading storybooks, with a value of 0.660. And there is a positive and strong

correlation between motivation to read a storybook and motivation to read a nonfiction book, with a value of 0.754. Through the result, it indicated the positive impact of the GLS program on empowering students reading literacy, on student 15-minute reading habits, and on their motivation to read nonfiction books and storybooks. To emphasize the impact of the GLS program on students 15-minute reading habits and students motivation to read nonfiction and storybooks, the standard coefficient was reported. The result can be seen in Figure 1.

Figure 1.
Standardized Coefficient



The standard coefficient value of the impact of students' reading literacy with the implementation of the GLS Program is carrying out habituation activities, such as: reading 15 minutes before starting learning in the form of non-fiction and story books, so that the analysis results show a positive and strong influence from the GLS program. This can be seen in the standard coefficient value of the GLS program on students' motivation to read nonfiction books of 0.901, a strong category. The impact of the GLS program on storybook reading is 0.888, a strong category, and the impact of the GLS program on students' 15-minute reading habits was 0.881, a strong category. Therefore, based on the research results, it can be concluded that the implementation of the GLS program in the classroom and at school has a significant and strong effect on students' culture to build reading literacy.

Discussion

The findings of the current study reveal significant insights into the impact of the GLS program on elementary students' reading literacy. One of the primary objectives of the GLS program, as highlighted in the research questions, is to foster a consistent reading habit, particularly through the daily 15-minute reading activity. The results indicate that the program has successfully achieved this objective, with students exhibiting strong engagement in daily reading routines. This aligns with

research by Honorato-Errázuriz et al (2025), who emphasized the importance of regular reading schedules in establishing reading habits.

The integration of a specific time slot for reading at the beginning of the school day has not only normalized reading as part of the daily routine but also contributed to the development of students' reading stamina and interest (Solekhah & Mustadi, 2018). In this context, the GLS program's structured approach helps students gradually internalize reading as an essential part of their educational and personal lives, fostering a long-term commitment to literacy.

The first research question regarding the strong positive correlation between the impact of the GLS program on the 15-minute reading activity toward students' reading literacy further emphasizes the effectiveness of this strategy. As noted by Gildore et al (2025) that the integration of reading into daily routines enhances students' ability to focus and read for extended periods. This study's results show that by incorporating consistent reading habits into the school schedule, the GLS program plays a pivotal role in fostering a positive reading culture among students. In addition, the school's efforts to create a reading environment to make reading a habit and stimulate by facilitating a special reading area filled with interesting fiction, non-fiction, and motivational books, so that it can encourage students to be motivated and actively participate in reading sessions.

Turning to the second research question regarding the impact of the GLS program on students' motivation to read nonfiction and storybooks, the findings indicate that the program has been highly successful in enhancing students' enthusiasm for both types of reading materials. The data demonstrates a strong correlation between students' motivation to read nonfiction books and their overall reading literacy, with a coefficient of 0.649. In line with research by Topping (2015), that reading fiction and nonfiction books is integral to student express preferences for books they enjoy to improve reading literacy.

The strong correlation between storybook reading (0.771) underscores the role of fiction in developing students' reading literacy. The fiction books help elementary school students are narrative texts containing imaginative or non-factual elements designed to challenge the reader's critical thinking, so that fictional stories have the potential to equip learners with reading comprehension skills that can be applied in social contexts and help build real-world understanding (Moloi, 2024; Pino & Mazza, 2016). Furthermore, nonfiction books texts help students gain factual knowledge, which is essential for their academic growth and cognitive development (Job & Coleman, 2016). By prioritizing nonfiction reading, the GLS program has successfully motivated students to engage with informative texts that contribute to their intellectual growth in shaping students' analytical, critical thinking, and problem-solving abilities, which are key competencies in today's educational landscape.

In addition to these findings, the research supports the notion that the GLS program's success is due in part to the collaborative support from various stakeholders, including teachers, school staff, and parents. The effective implementation of the GLS program relies heavily on the engagement and support of all parties involved, which contributes to the creation of a positive reading environment (Ningsih & Sudjati, 2023). This is consistent with the findings of Sari et al (2025) that who pointed out that the combined efforts of stakeholders play a crucial role in establishing a culture of reading include the school staff's commitment to allocating time

for reading activities, coupled with teachers' encouragement and the involvement of parents, ensures that students view reading as an integral part of their daily lives. This collaborative approach is essential for the success of the GLS program, as it provides the support and structure necessary for fostering long-term reading habits (Ariyani et al, 2025).

The study also underscores the importance of access to a diverse range of reading materials in motivating students to engage with texts. As Topping (2015) noted, providing students with a variety of reading resources, including both fiction and nonfiction books, caters to their diverse interests, thereby boosting their motivation to read. The GLS program's efforts to create a cultural environment by implementing habituation activities and creating an extensive collection of books and resources, tailored to students' preferences, have contributed significantly to their engagement in reading. Furthermore, the designated reading as suggested by Yarmi (2022) provides a physical environment that encourages students to immerse themselves in reading. This combination of diverse materials and a conducive reading space enhances students' overall reading experience, making reading a more enjoyable and fulfilling activity.

Finally, addressing the long-term impact of the GLS program on students' reading literacy, the study suggests that the program's effects go beyond immediate outcomes, with potential long-term benefits for students' academic, personal development, and skills. Consistent exposure to students' habituation in a cultural reading environment by facilitating reading materials that are appropriate to students' characteristics and scientific and socio-cultural based subject matter as an effort to form students' reading literacy through the GLS program will result in continuous improvement in students' reading abilities which will have an impact on the skills needs of the rapidly developing century. This long-term impact highlights the importance of continued monitoring and evaluation to ensure that the program remains effective and can be adapted to meet the evolving needs of students.

Conclusion

This study investigates the influence of the School Literacy Movement (GLS) program, placing emphasis on its role in enhancing students' reading literacy by assessing its impact on their 15-minute daily reading practice and motivation to read both nonfiction and storybooks. Through the application of structural equation modeling (SEM), the study reveals that the GLS program has a significant and positive effect on students' motivation to read a variety of texts, including both nonfiction and story content. These results suggest that the program effectively nurtures students' intrinsic and extrinsic motivation and enthusiasm for reading diverse literary forms. Additionally, the findings confirm that the GLS program plays a vital role in encouraging and maintaining students' daily reading habits, helping to establish reading as a consistent and meaningful routine rather than a compulsory task. Overall, this research underscores the importance of literacy initiatives such as GLS program in not only strengthening students' reading abilities but also in fostering sustained interest and motivation in reading. It highlights the broader educational benefits of structured reading programs in shaping students into lifelong readers who are thoughtful, reflective, and actively engaged in their learning journeys.

Recommendations and Limitations

The socialization carried out is not only related to government policies, but also the habituation of school programs related to the GLS program in fostering a culture of student literacy. This study highlights the most effective way to make reading habits is by providing read 15 minutes before studying aims to provide and build students' initial knowledge about the teaching material through their reading, reading fiction books such as textbooks, newspapers, scientific papers, and non-lesson reading books, such as story books and picture story books containing the positive character values to enhance the students' reading literacy. The literacy movement is effective, whose activities are mostly carried out in schools by involving school residents (students, teachers, school principals, education staff,

school supervisors, school committees, parents/guardians of students). Instilling a literacy culture is not as easy as turning the plan requires a long process and the limitation of this study is measuring the effectiveness of the GLS program on three activities such as reading 15 minutes before studying, reading fiction books, and reading non-fiction. So that it has become a culture that is implemented in school activities and learning. Therefore, future research can measure various GLS programs for the effectiveness of elementary school students' reading habits which are very important to be cultivated from an early age.

Authorship Contributions

SM: Writing - original draft, investigation, resources, data curation, visualization, and funding acquisition.

EKES: Review & editing, visualization, and supervision.

WW: Review & editing, visualization, and supervision.

SL: Conceptualization, writing - original draft, Writing - review & editing, methodology, investigation, data curation, formal analysis, software, and visualization.

FF: Review & editing, visualization, and supervision

ZHP: Review & editing, visualization, and supervision.

Conflict of Interest Statement

The authors reported no potential conflicts of interest.

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