# Effectiveness of the School Literacy Movement Program: An Impact Study Using the Kirkpatrick Model in Kuningan Regency

**Melda Rumia Rosmery Simorangkir***, & Evi Deliviana

Department of Guidance and Counseling, Universitas Kristen Indonesia, Indonesia

*Corresponding email: meldasimorangkir82@gmail.com

**Abstract: Effectiveness of the School Literacy Movement Program: An Impact Study Usiang the Kirkpatrick Model in Kuningan Regency. Objective:** This study aims to evaluate the effectiveness of the School Literacy Movement program at the junior high school level in Kuningan Regency, West Java, in response to the province's low literacy index (39.47% in 2019) and alarming literacy scores in the 2022 Education Report. The evaluation applies the Kirkpatrick Model across four levels: reaction, learning, behavioral change, and final outcomes. **Method**: The study employs a sequential exploratory mixed methods design. The initial phase involved qualitative data collection through interviews, observations, and document analysis to explore the implementation of School Literacy Movement and the contextual factors influencing its effectiveness. The qualitative findings informed the development of a quantitative instrument, which was distributed to students using purposive sampling in schools with active *Guru Penggerak* (Education Reform Teachers). Quantitative data were analyzed using path analysis to examine direct and indirect relationships among variables such as literacy comprehension, reading habits, social interaction, school climate, and character development. Integration of qualitative and quantitative data occurred during the interpretation phase to enhance the validity and depth of findings. **Findings**: The GLS program significantly improved students' literacy comprehension and reading habits. Teacher-student relationships (KHGdS) and peer interactions (HSASD) had a significant positive effect on character development ($p = 0.007$ and $p < 0.001$). However, experiences of bullying (FPp) negatively affected the school safety climate (KIKS), although they still influenced student character ($p < 0.001$). **Conclusion**: The GLS program is effective in enhancing literacy and character among students. However, creating a safe and supportive school environment remains a critical challenge. This study highlights the need to integrate literacy efforts with emotionally responsive policies, teacher capacity-building, and holistic approaches that prioritize student well-being.

**Keywords:** program evaluation, school literacy movement, kirkpatrick, reading culture, student literacy.

*To cite this article:*

## ■ INTRODUCTION

Education, in essence, is an effort to humanize humans, as outlined in the 1945 Constitution, Article 4, which states that the country aims to advance the nation's intelligence. This principle is further implemented in Law Number 20 of 2003 on the National Education System, specifically Article 4, Clause 5, which emphasizes that education must be carried out by promoting a culture of reading, writing, and arithmetic for all citizens. Furthermore, Article 31, Clause 3 of the 1945 Constitution states that the government is responsible for organizing the national education system that not only enhances

academic intelligence but also strengthens the faith, devotion, and noble character of students. This underscores that education in Indonesia is not solely focused on intellectual aspects but also on character development based on moral and spiritual values. Thus, the national education system is expected to produce a generation that excels academically and possesses ethics, integrity, and noble values in line with the principles of Pancasila.

One of the key elements in building the nation's intelligence is instilling a literacy culture from an early age. Reading habits play a crucial role in enhancing children's success, both in education and social interactions (Leseman & De Jong, 1998). Reading literacy is the main key to advancing life, as the entire learning process depends on this skill. Reading also serves as an essential foundation for mastering various basic literacies, including numeracy, science, digital literacy, financial literacy, as well as cultural and citizenship literacy, all of which prepare individuals to face global challenges (Taridala & Anwar, 2023; Setiawan, 2020). Literate leaders exhibit greater openness to innovation, possess ethical leadership qualities, and are committed to lifelong learning, all of which serve as a crucial foundation for guiding educational organizations toward greater achievements (Supriadi et al., 2025). Mujiburrahman et al. (2020) revealed that increasing reading interest and a culture of literacy in Indonesia can be realized through the provision of quality reading materials and equitable access for all citizens.

In fact, the low literacy rate in Indonesia remains a critical issue that requires serious attention. According to research conducted by the Center for Educational and Cultural Policy Research (Puslitjakdikbud, 2019), out of 34 provinces, only 9 provinces (26%) are classified in the moderate literacy activity category, while 24 other provinces (71%) are still in the low category, and 1 province (3%) falls in the very

low category. This data indicates that the majority of regions in Indonesia still face significant challenges in increasing literacy activities, with no provinces achieving the high category. This condition underscores the need for more comprehensive efforts to promote a culture of literacy through strategic educational policies, active family involvement, and collaboration among various stakeholders.
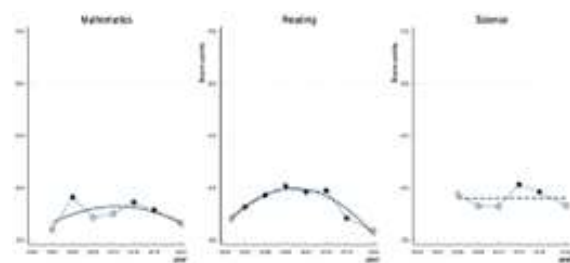


**Figure 1**. Trends in achievement in mathematics, reading, and science

Trends in international assessments also show a significant decline in literacy, mathematics, and science achievements compared to the 2018 results. Overall, the PISA 2022 scores recorded the lowest achievement in Indonesia's PISA evaluation history for all three subjects. In fact, the literacy and mathematics scores in 2022 were equivalent to the achievements in 2003, while the science score was similar to the results in 2006. The OECD (2022) report on the Program for International Student Assessment (PISA) from 2000 to 2022 shows a fluctuating trend in these three areas, with a sharp decline in recent years. The literacy score, which reached its highest point in PISA 2009 (402), gradually declined to its lowest point in PISA 2022 (359). A similar trend occurred in mathematics, which peaked in PISA 2015 (386) before dropping to 366 in 2022. Meanwhile, the science score remained relatively stable, with slight variations from 393 in PISA 2006, increasing to 403 in PISA 2015, but dropping back to 383 in PISA 2022. Overall, the PISA 2022 results show lower academic

performance compared to previous years, especially in literacy and mathematics, highlighting the urgency of strengthening educational strategies to improve the quality of learning in Indonesia.

The low literacy rate in West Java Province has become a serious concern in the context of achieving national literacy standards. According to data from Puslitjakdikbud (2019), the provincial literacy index reached only 39.47%, far below the national target average of 70%. Additionally, the 2022 Education Report revealed alarmingly low literacy outcomes in several schools in Kuningan Regency. For instance, SMPN 2 Ciawigebang recorded only 4.44%, while SMPN 1 Kuningan showed a literacy indicator score of 0%. These figures demonstrate a significant gap between actual performance and national expectations, underscoring the urgent need for targeted and data-driven interventions.

This situation calls for a comprehensive evaluation of the effectiveness of the School Literacy Movement, particularly at the junior secondary school level in Kuningan Regency, West Java. School Literacy Movement, which has been part of the national policy since 2016, aims to cultivate a strong culture of literacy within schools. However, the extent to which the program has impacted student literacy improvement remains largely unverified through systematic and measurable scientific inquiry. Therefore, this study is crucial to identify both supporting and inhibiting factors in the holistic implementation of School Literacy Movement.

This research employs the Kirkpatrick evaluation model as its primary framework to comprehensively assess the program's impact across four levels: reaction, learning, behavior, and results. This approach allows not only for the assessment of cognitive achievements but also of behavioral changes, student character development, and perceptions of school safety climate. By integrating this model with path

analysis techniques, the study aims to present a more complete picture of the literacy program's effectiveness within the local context.

The scientific contribution of this research lies in its impact-based and contextual evaluation approach, which remains rare in literacy studies in Indonesia. The findings are expected to provide a strong empirical basis for developing more targeted and sustainable literacy improvement strategies, aligning with the Ministry of Education, Culture, Research, and Technology's 2020–2024 Strategic Plan to enhance the quality of human resources through strengthened literacy culture.

The government, through Permendikbud No. 23 of 2015 on Character Building, emphasizes the urgency of enhancing literacy in the educational environment. In Section F VI of this regulation, the government stipulates that before learning begins, teachers must provide students with opportunities to read interesting non-curricular books. This policy led to the School Literacy Movement, aimed at instilling reading habits early on, improving literacy skills, and strengthening knowledge mastery more effectively. In this context, the School Literacy Movement program has become a strategic initiative in supporting the strengthening of the literacy culture within the educational environment. The School Literacy Movement not only aims to enhance reading skills but also to foster critical thinking and character development of students as part of efforts to build excellent human resources ready to contribute to the nation's progress toward Indonesia Golden 2045.

Improving literacy quality at the educational unit level is a strategic issue in the effort to develop excellent human resources. The Indonesian government has launched the School Literacy Movement as part of its national policy to foster a culture of reading and writing in schools. However, implementation still faces various challenges, particularly in regional areas. In Kuningan Regency, West Java, provincial literacy

index data showed a low score of only 39.47% in 2019, and student literacy outcomes in the 2022 Education Report remain far from expectations. These facts highlight the urgent need for an in-depth and evidence-based evaluation of School Literacy Movement effectiveness—not only from the standpoint of implementation but also its impact on student behavior and character formation.

To address this need, the Kirkpatrick evaluation model is employed as the primary approach in this study. The Kirkpatrick model offers a comprehensive evaluation framework through four levels: reaction (how participants respond to the program), learning (gains in knowledge and skills), behavior (application of the learning outcomes), and results (the final impact on the educational environment). This model enables the assessment of both cognitive outcomes and broader behavioral and environmental changes in schools. In the context of School Literacy Movement, it allows for deeper insight into how students absorb, apply, and integrate literacy skills into their daily school life, as well as how the program influences the school safety climate and character development. The conceptual framework of this study is illustrated in the following flow diagram:
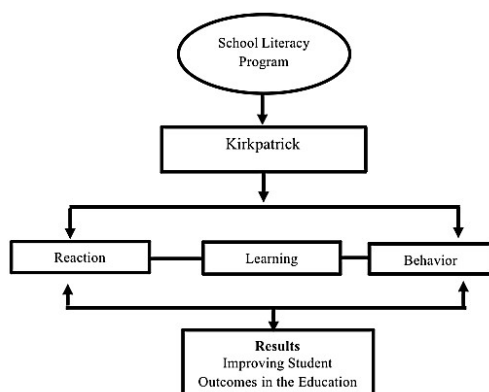


**Figure 2**. Trends Conceptual Framework

Previous research has provided a valuable foundation but has yet to fully incorporate a cross-level evaluation model such as Kirkpatrick's. Sulistyo (2017), using the CIPP model to evaluate reading culture in elementary schools, identified improvements in students' literacy abilities but did not explore behavioral and long-term impacts. Widayoko and Muhardjito (2018) examined School Literacy Movement implementation and found alignment with national policy, yet reported challenges in stakeholder participation. Graham et al. (2018), in a meta-analysis, emphasized the effectiveness of programs integrating reading and writing, but their analysis lacked consideration of school-based socio-emotional factors. Piper et al. (2018) stressed the importance of feedback systems in Kenya's Tusome national literacy program but did not base their approach on individual-level student evaluation. Other studies, such as those by Permatasari (2019), Supriyati & Muqorobin (2021), and Silvester et al. (2022), also offered useful insights but primarily focused on implementation challenges rather than comprehensive student and learning environment outcomes.

In contrast to previous studies, this research aims to evaluate the real impact of the School Literacy Movement Program in Kuningan Regency through a systematic and holistic approach using the Kirkpatrick model, supported by path analysis techniques. This study not only measures cognitive improvements in student literacy but also examines changes in reading behavior, character development, and perceptions of school safety climate. Furthermore, social interactions between students and teachers, peer relationships, and negative experiences such as bullying are analyzed as potential moderating factors influencing the program's effectiveness. Consequently, this research offers new contributions toward a more comprehensive and contextual understanding of School Literacy Movement effectiveness at the school level and provides data-driven recommendations for strengthening national literacy policy.

This study focuses on evaluating the impact of the School Literacy Movement Program in Kuningan Regency using the Kirkpatrick Approach. The research questions in this study include:

1. What is the reaction level of students, teachers, and school stakeholders towards the implementation of the School Literacy Movement Program in Kuningan Regency?
2. To what extent does the School Literacy Movement Program contribute to the improvement of students' literacy understanding and skills at school (learning)?
3. What behavioral changes have occurred in students and teachers after participating in the School Literacy Movement Program in Kuningan Regency?
4. What are the long-term impacts (results) of the School Literacy Movement Program on improving literacy quality and the reading culture in Kuningan Regency?

This study aims to evaluate the impact of the School Literacy Movement Program in Kuningan Regency using the Kirkpatrick Approach, which includes four levels of evaluation: reaction, learning, behavior, and results. Unlike previous studies that focused more on the implementation and effectiveness of the program, this study measures the actual impact, including participants' perceptions, improved literacy comprehension, behavioral changes in students and teachers, and the long-term effects on literacy quality and reading culture. The results of this study are expected to provide deeper insights into the sustainability and effectiveness of literacy programs in improving the quality of education at the regional level.

## ■ THEORETICAL REVIEW
### Definition of Literacy

Literacy refers to the ability to understand written symbols, encompassing skills in reading, writing, interpreting, and evaluating both orally and in writing (Kern, 2020). The National Institute for Literacy (NIFL) defines literacy as an individual's ability to read, write, speak, calculate, and solve problems at the skill level required in the workplace, family life, and society. In schools, literacy is not limited to reading and learning activities, but also includes extracurricular activities such as sports clubs, scouting, and student organizations (Phangrak & Chaemchoy, 2020), which support the development of students' literacy skills. The literacy skills of both teachers and students play a crucial role in the educational process. Teachers are responsible for providing theoretical and practical knowledge, while students apply the theories learned in real-life practice (Ibragimovna, 2022). In its implementation, literacy is not only a technical skill but also part of the development of a reading culture to increase students' interest and enthusiasm for reading materials (Ismail & Zakiah, 2021). Literacy also reflects social practices and relationships that are closely tied to knowledge, language, and culture. The development of the information society demands the application of literacy in technology to support global competitiveness (Septiyantono, 2014).

Further, literacy is defined as the ability to read and write possessed by an individual, making it important to instill literacy skills from an early age to build a strong academic foundation (Hanifah, Suseno, & Anwar, 2022). However, facts show that students' literacy levels in Indonesia are still relatively low. Several factors contribute to the suboptimal literacy achievements of students, ranging from limited access to reading materials to a lack of environmental support in fostering a reading culture. The fundamental concept of literacy in students plays an important role in the development of cognitive and language abilities, including the introduction of reading, writing, and arithmetic concepts, which helps them adapt to the school learning system (Fahmi,

2021). Literacy skills are also closely related to numeracy. Literacy and numeracy are skills that enable a person to interpret, use, and communicate numbers and mathematical symbols in solving practical problems in daily life (Perdana & Suswandari, 2021).

Referring to these various views, literacy is an essential skill that includes the ability to read, write, interpret, and evaluate information in various forms. The definition of literacy is not limited to the technical aspects of reading and writing but also includes speaking, counting, and problem-solving skills in various contexts of life, whether in the educational, professional, or social environment.

**Benefits of Literacy**

Promoting a literacy culture in schools offers many benefits for students. Literacy can expand knowledge and perspectives, provide entertainment through both fiction and non-fiction reading, enhance intellectual ability, and train students' interest and concentration (Devianty, 2019). Additionally, literacy culture also supports brain development, strengthens understanding of new information, improves social skills, and sharpens the ability to absorb and analyze reading material (Jariah & Marjani, 2019). At school age, the habits of reading and writing help students develop basic skills such as reading, writing, and arithmetic, as well as form critical thinking skills and effective communication in the school environment (Armia & Zuriana, 2017).

Moreover, Mardliyah (2019) emphasizes that literacy in education plays a key role in creating a generation that is intelligent, has character, and is prepared to face the challenges of the 4.0 industrial era. Strong literacy also contributes to academic achievement, enhances analytical thinking abilities, and helps students understand information more carefully and accurately (Wulanjani & Anggraeni, 2019). One important aspect of literacy is digital literacy, where students with these skills are more adept

at filtering information and more resilient in facing the spread of fake news (Mujianto & Nurhadi, 2022). Not only students but also school librarians need literacy skills, especially in managing and delivering information. Information literacy allows librarians to recognize, evaluate, organize, and disseminate useful information to their surroundings (Triwijaya, 2019). Overall, literacy culture offers numerous benefits for students, including enriching vocabulary, enhancing brain function, broadening perspectives, training analytical thinking, and improving focus in learning (Harahap, Nasution & Sormin, 2022).

Literacy culture has significant benefits in enhancing students' knowledge, critical thinking skills, and academic and social abilities. Additionally, literacy contributes to shaping a generation with better character and the readiness to face global challenges, including the ability to filter information in the digital age. Not only for students, but school librarians also need literacy skills to support the dissemination of accurate and useful information. Therefore, strengthening the literacy culture in schools is an urgent necessity to improve the overall quality of education.

**Literacy Facilities and Infrastructure**

The success of the School Literacy Movement program initiated by the government greatly depends on the availability of adequate facilities and infrastructure. The availability of these facilities reflects the commitment and seriousness in supporting the implementation of literacy programs in schools (Fratikto, 2019). Good infrastructure, such as comfortable and well-equipped libraries, plays a crucial role in increasing students' interest in reading and accessing learning resources (Kamaluddin & Suhara, 2018). Additionally, facilities such as reading corners and bulletin boards can also strengthen the literacy culture within the classroom environment (Puspasari & Dafit, 2021). In the implementation of the School Literacy Movement, facilities and infrastructure are

essential elements contributing to the effectiveness of delivering literacy material to students (Saadati & Sadli, 2019).

Widodo (2020) emphasizes that complete facilities will encourage students' interest in reading and improve their literacy habits. Furthermore, Safira et al. (2022) highlight the importance of providing various reading materials, such as fiction and non-fiction books, internet access, and libraries as key supports for the literacy program. The optimization of these facilities also heavily depends on the teaching strategies applied by teachers in the classroom to ensure that literacy goals are effectively achieved. A study in Delhi, India, shows that libraries play a significant role in supporting literacy programs. Students there utilize library facilities to search for references, use manual and digital catalogs (OPAC), and access electronic journals and academic databases (Madhusudhan, 2012). This indicates that strengthening literacy facilities oriented to students' needs can improve the overall effectiveness of literacy programs.

The availability of adequate facilities and infrastructure is a crucial factor in the success of the School Literacy Movement. Libraries, reading corners, and access to diverse learning resources can encourage students' reading interest and strengthen the literacy culture in schools. Moreover, the optimization of these facilities must be supported by effective teaching strategies to integrate literacy into the educational process. With proper infrastructure provision, the literacy program can run more effectively and significantly impact improving students' literacy quality.

**National Literacy Movement**

The National Literacy Movement is implemented in three main areas: literacy in schools, families, and communities. This initiative aims to enhance synergy between various stakeholders in building a literacy culture in Indonesia. National Literacy Movement is also designed to integrate all available potentials and involve more elements of society to strengthen the literacy ecosystem at various levels of education. The primary goal of National Literacy Movement is to build a sustainable literacy culture in the educational environment, whether in schools, families, or communities, as part of efforts to create lifelong learning that can improve individuals' quality of life (Kemendikbud, 2017).

The School Literacy Movement was introduced in March 2016 by the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture through socialization and coordination with the Education Office at the provincial and district/city levels. The development of the School Literacy Movement aligns with the government's nine priority agendas, particularly Nawacita points 5, 6, 8, and 9, which include improving human quality of life, enhancing national competitiveness, strengthening national character, and realizing diversity as national identity (Wiedarti et al., 2018). These four Nawacita aspects are closely related to literacy as a key resource in shaping human resources that are competitive, productive, and have strong character. In its implementation, the School Literacy Movement is developed as a social movement involving various parties collaboratively. One of the main strategies of the School Literacy Movement is to encourage students to read for 15 minutes before the teaching-learning activities begin (Kemendikbud, 2017). This habituation needs to be supported by various supporting facilities and programs to progress to the stage of strengthening and wider learning.

Literacy in the context of the School Literacy Movement is not only related to reading but also includes various skills that every individual must possess to support their success in both school and society (Teguh, 2020). The School Literacy Movement has two main goals: general and specific. In general, the School Literacy Movement aims to build the character of students by creating a sustainable literacy ecosystem in schools so that they become lifelong learners. Meanwhile, its specific goals include (1) instilling

a literacy culture in schools; (2) enhancing the literacy capacity of school members; (3) making schools a pleasant and child-friendly learning environment; and (4) ensuring the sustainability of learning through the provision of diverse reading materials and effective reading strategies (Kemendikbud, 2017).

The School Literacy Movement is a strategic initiative to improve the literacy culture in the educational environment. The implementation of the School Literacy Movement is supported by synergy between schools, families, and communities to shape a generation that is characterized, competitive, and has strong literacy skills. Through reading habituation and the provision of adequate supporting facilities, the School Literacy Movement is expected to create a sustainable literacy ecosystem and enhance the quality of education in Indonesia.

**Stages of the School Literacy Movement**

The School Literacy Movement is designed by building a literacy culture in three main aspects: the physical environment, social and affective environment, and academic environment (Gerakan Literasi Sekolah, 2016). The Minister of Education and Culture Regulation (Permendikbud) Number 23 of 2015 on Character Building outlines that the School Literacy Movement is implemented in three stages: habituation, development, and learning. In the 2019 guide for the School Literacy Movement at the junior high school level, the habituation stage aims to instill literacy habits in schools, the development stage focuses on enhancing literacy skills through non-academic activities, while the learning stage integrates literacy into all subjects.

In line with this, Wiratsiwi (2020) explains that there are three stages in enhancing literacy in individuals within the school environment. First, the habituation stage, which is the process of introducing and building literacy habits. Second, the development stage, which aims to deepen literacy skills through more complex activities.

Third, the learning stage, where students actively hone their literacy skills to reach higher levels. Batubara & Ariani (2018) mention that the implementation of the School Literacy Movement must consider several key principles: a) It must be adapted to the students' developmental stages; b) It uses various types of texts; c) It is implemented integratively and comprehensively; d) It is continuous in its process; e) It involves oral communication skills; f) It takes into account cultural diversity within the school environment. In its implementation, the School Literacy Movement requires systematic planning and ongoing program execution to create significant changes for all school members. Through consistent implementation, the School Literacy Movement aims to build reading and writing habits as part of the school culture (Supriyanto, 2017).

The School Literacy Movement is a strategic effort to enhance the literacy culture in schools through the stages of habituation, development, and learning. Its implementation requires well-planned strategies and a holistic approach to ensure that literacy skills develop optimally. With the support of a conducive environment and the involvement of all school members, the School Literacy Movement is expected to create a sustainable literacy culture and contribute to improving education quality.

In light of this, the hypotheses in this study are formulated to strengthen the scientific framework by examining the relationships between variables within the Kirkpatrick model. These hypotheses not only aim to deepen our understanding of the impact of the program but also provide opportunities for broad and comprehensive data exploration. The research hypotheses are as follows:

H1: The level of positive reaction from students, teachers, and school stakeholders towards the School Literacy Movement Program has a significant impact on increasing student participation in school literacy activities.

H2: A high level of positive reaction towards the

implementation of the School Literacy Movement Program has a significant effect on improving students' literacy understanding and reading skills.

H3: The improvement in students' literacy understanding and skills (learning) achieved through the program has a significant impact on the change in students' literacy behavior in everyday learning practices.

H4: Changes in literacy behavior (behavior) among students and teachers actively involved in the program significantly contribute to the formation of a literate and collaborative school climate.

H5: The successful implementation of the School Literacy Movement Program, reflected in the dimensions of reaction, learning, and behavior change, significantly influences the achievement of long-term results, including the improvement of the school literacy index and the strengthening of the reading culture in Kuningan Regency.

### ■ METHOD

**Research Desaign**

This study aims to evaluate the effectiveness of the School Literacy Movement program at the junior high school level in Kuningan Regency, West Java, by applying the Kirkpatrick Evaluation Model, which assesses four levels: reaction, learning, behavioral change, and final outcomes. To accommodate the complexity of the program evaluation and to gain a comprehensive understanding of the implementation context, a sequential exploratory mixed methods design was employed. The research was conducted in three phases:

Phase 1 (Qualitative Exploration), data were collected through in-depth interviews, observations, and document analysis to explore how the GLS program was implemented and to identify contextual and supporting factors affecting its success. Informants, including students, teachers, and school principals, were selected

purposively based on their relevance to the research focus.

Phase 2 (Instrument Development and Quantitative Data Collection) involved the development of quantitative instruments (questionnaires) based on the qualitative findings. The questionnaire was then distributed to a purposively selected sample of students in junior high schools that had active participation from Education Reform Teachers *Guru Penggerak*).

Phase 3 (Data Integration and Interpretation), the qualitative and quantitative data were integrated during the interpretation stage to enhance the validity and depth of the findings. Quantitative data were analyzed using path analysis to examine direct and indirect relationships among key variables such as literacy comprehension, reading habits, teacher-student relationships, peer interaction, school climate, and character development.

Data collection techniques used included questionnaires, interviews, observations, and document analysis, while the respondents consisted of students, teachers, and principals. The success criteria and evaluation framework were structured according to the four levels of the Kirkpatrick model, as detailed in the following table:

**Table 1.** Success criteria

| No | Component | Evaluated Aspect | Evaluation Standard/Indicator | Data Collection | Respondents |
|---|---|---|---|---|---|
| 1 | Reaction | Student responses to the GLS program | Students feel happy and motivated to participate in literacy activities | Questionnaire, Interview | Student |
| 2 | Learning | Improvement in literacy understanding and skills | -Improved comprehension of reading texts - Ability to respond to and interpret reading content | Questionnaire, Interview, Document Analysis | Students, Teachers |
| 3 | Behavior | Changes in reading behavior and social interactions | - Students develop independent reading habits - Positive interactions occur between students and between students and teachers | Questionnaire, Observation, Interview | Students, Teachers, Principals |
| 4 | Results | Impact on student character, school climate, and learning outcomes | - Enhancement of students' positive character - A safe and supportive school environment - Improvement in literacy scores in the official Education Report Card | Questionnaire, Observation, Document Analysis | Students, Teachers, Principals |

## Participant

This study was conducted in Kuningan Regency, West Java, using a non-probability sampling technique with a purposive approach. Respondents were selected based on specific criteria. The research involved junior high schools that have Education Reform Teachers (*Guru Penggerak*) from the first, second, and third cohorts. The student respondents were those included in the sample for the Computer-Based National Assessment. In addition, teacher respondents were selected from those actively involved as members of the Curriculum Merdeka Learning Committee.

Based on these criteria, data was collected from four junior high schools in Kuningan Regency, with the following breakdown of respondents:

**Table 2.** Research respondents

| School Name | Number of Students | Number of Learning Committee |
|---|---|---|
| SMPN 1 Kuningan | 45 | 6 |
| SMPN 2 Ciawigebang | 45 | 5 |
| SMPN 1 Lebakwangi | 45 | 6 |
| SMP Binaul Ummah | 45 | 6 |

Thus, the total number of respondents in this study consisted of 180 students and 23 teachers from the four participating schools.

## Type and Sources of Data

This study combines both primary and secondary data to gain a more comprehensive understanding of the effectiveness of the School Literacy Movement program. Primary data was collected directly from field research, including document studies, interviews, observations, and questionnaires, conducted over the period of March 2023 to June 2024. Data collection occurred in multiple phases to align with the four levels of the Kirkpatrick evaluation model: reaction, learning, behavioral change, and final outcomes.

For the first level, reaction, data were collected through questionnaires and interviews with school principals, teachers, and students. The questionnaires aimed to gauge initial impressions of the School Literacy Movement program, while interviews allowed for deeper insights into how stakeholders perceived the program's impact. This phase took place in March and April 2023.

The second level, learning, involved assessing students' literacy comprehension through pre-and post-program testing, as well as teacher interviews. Observations were also conducted to analyze classroom interactions and teaching strategies that supported literacy development. These activities were carried out from May to June 2023.

For the third level, behavioral change, data were collected by observing classroom practices and interviewing teachers about the changes in students' reading habits and behavior after the School Literacy Movement program. Observations also included analyzing peer interactions, school climate, and the influence of teacher-student relationships. This data was gathered from July to August 2023. Finally, for the fourth level, final outcomes, data on student performance were gathered from the Computer-Based National Assessment, as well as from school reports and academic documents. These data were collected between September and December 2023. Secondary data were sourced from reports by school supervisors, policy documents, and national assessment data. These secondary sources were used to triangulate and validate the findings from primary data, ensuring the reliability of the research results.

The data collection procedure followed established protocols for ethical research, including informed consent from all participants and ensuring confidentiality. By employing

triangulation techniques, the study compared and validated results across different data sources and methods, providing a more accurate and comprehensive evaluation of the School Literacy Movement program's effectiveness in Kuningan Regency.

**Instruments**

The instrument used in this research employs a frequency scale with a range of 1–4, which includes both positive and negative statements. The quantitative instruments used in the evaluation of the Kirkpatrick model consist of two main components: instruments to measure behavior and results. The measurement of behavior and result variables in this study was analyzed using path analysis. This method is used to test the relationship between one dependent variable and two or more independent variables (Ningsih & Dukalang, 2019). This approach allows the researcher to understand the causal relationship patterns between the variables studied and identify the factors that contribute to the effectiveness of the program. Path analysis statistics in this study aim to find the linear relationship between the dependent and independent variables. The relationship is illustrated as follows:
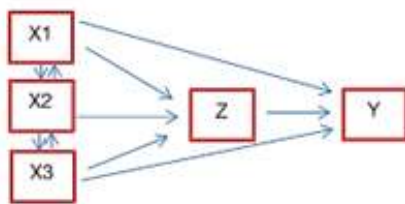


X1 : Quality of Teacher-Student Relationship
X2 : Social Relationship Among Students
X3 : Frequency of Bullying Experiences
Z : Quality of School Safety Climate
Y : Student Character and Behavior

In this model, X1, X2, and X3 serve as independent variables, while Z functions as a mediator variable that influences Y as the dependent variable. Path analysis is used to identify the extent to which these factors contribute to the formation of student character and behavior within the context of the school safety climate. This approach provides a deeper understanding of both the direct and indirect relationships between the variables being studied.

**Data Analysis**

The data analysis in this study integrates both quantitative and qualitative approaches to obtain a comprehensive understanding of the effectiveness of the School Literacy Movement (SLM) Program. This approach aligns with a sequential exploratory design, where qualitative findings from interviews, observations, and document analysis are used to develop quantitative instruments. Both types of data are then synthesized during the interpretation phase.

*Quantitative Data Analysis*

Quantitative data analysis was carried out through a series of systematic stages to ensure the quality and validity of the data. The initial step involved testing reliability using Cronbach's Alpha to assess the internal consistency of each questionnaire item. A Cronbach's Alpha value of e 0.70 indicates that the instrument is reliable in measuring the intended constructs (Hair et al., 2010).

Next, construct validity was assessed through Confirmatory Factor Analysis (CFA) to ensure that the indicators accurately represent the latent constructs. The measurement model was evaluated using several model fit indices, such as the Comparative Fit Index (CFI), Goodness of Fit Index (GFI), Normed Fit Index (NFI), Tucker-Lewis Index (TLI), and Root Mean Square Error of Approximation (RMSEA). A model is considered to have good fit if the values of CFI, GFI, NFI, and TLI are e 0.90 and RMSEA is d 0.08 (Hu & Bentler, 1999; Kline, 2016).

Furthermore, convergent validity was assessed by examining the Average Variance

Extracted (AVE), which should be e 0.50, and Composite Reliability (CR), which should be e 0.70 for each construct (Fornell & Larcker, 1981). Discriminant validity was tested by comparing the square root of AVE for each construct to the correlations between constructs; discriminant validity is established if the square root of AVE is greater than the inter-construct correlations.

Once the measurement model was confirmed to be valid and reliable, path analysis was performed using the Structural Equation Modeling (SEM) approach. This analysis aimed to explore the direct and indirect relationships among the independent variables, mediating variables, and dependent variables, aligned with the four levels of the Kirkpatrick Evaluation Model. Interpretation of the relationships was based on standardized path coefficients (â) and significance levels (p-values), where a â value of e 0.20 is considered moderately strong, and p d 0.05 indicates statistical significance (Cohen, 1988; Hair et al., 2010).

### Qualitative Data Analysis

Qualitative data analysis was conducted to enrich and explain the quantitative findings by deeply exploring participants' experiences and perceptions. The analysis followed the interactive model of Miles and Huberman (1994), which consists of three main stages: data reduction, data display, and conclusion drawing.

In the data reduction stage, raw data from interview transcripts, field observation notes, and documents were thematically analyzed. The data were coded and categorized into relevant themes in accordance with the research focus. The data were then displayed in matrices and diagrams to facilitate the identification of patterns, inter-theme relationships, and key emerging issues.

The final stage involved drawing and verifying conclusions. Here, the researcher derived meaning from the identified patterns and verified them by comparing data sources and seeking confirmation across cases. This approach enabled a deeper understanding of how the School Literacy Movement program was implemented in practice, including the challenges encountered and participants' perceived impacts of the program on students and school environments.

### Data Integration and Methodological Triangulation

The integration of qualitative and quantitative data in this study occurred during the interpretation phase to provide a more comprehensive and holistic understanding of the effectiveness of the evaluated program. Methodological triangulation was employed to enhance the validity and credibility of the research findings. This triangulation involved the combination of multiple data collection techniques namely questionnaires, in-depth interviews, participatory observation, and document analysis all aimed at investigating the same phenomenon: the implementation and outcomes of the School Literacy Movement program.

Quantitative data offered objective numerical insights into the relationships among variables, while qualitative data provided context and narratives to explain the processes behind the numerical outcomes. By comparing findings from multiple methods, the researcher was able to confirm the consistency of results and reduce the potential bias associated with a single data source (Miles & Huberman, 1994). Through this process, the credibility, accuracy, and interpretive strength of the research findings were significantly enhanced.

### ■ RESULT AND DISCUSSION

In the study on the Evaluation of the Impact of the School Literacy Movement Program in Kuningan Regency Using the Kirkpatrick Approach, success criteria are evaluated based on the four Kirkpatrick levels, which are linked to the following research variables:

**Reaction Level of the Evaluation Satisfaction with the Implementation of the School Literacy Movement Program**

Based on document studies, interviews, and observations, the School Literacy Movement program is a government initiative aimed at improving the literacy culture in schools. This program is designed to develop students' abilities in reading, writing, numeracy, understanding, and effectively using information in various aspects of life. The legal foundation for the implementation of this program is outlined in Permendikbud No. 23 of 2015 and Law No. 3 of 2017, which emphasize the importance of enhancing literacy in Indonesia. The program is expected to encourage creativity, critical thinking, and innovation among students. In accordance with these regulations, every school in Kuningan Regency implements a policy of 15 minutes of reading before lessons. The books used during this session are not textbooks but books of various genres recommended by the relevant regulations, including both non-fiction and fiction books such as short stories, novels, and comics.

In the implementation of the School Literacy Movement, schools form a School Literacy Team led by the principal and structured according to the guidelines of the School Literacy Movement. This team consists of the vice principal, teachers, librarians, and computer lab heads, appointed through a School Principal's Decree. The goal of this program is to achieve the targets set in the regulations, namely: 1. To make the school an organization that fosters a literacy culture. 2. To form literate school members in various aspects, including reading and writing, numeracy, science, digital, financial, cultural, and civic literacy.

To achieve these objectives, the School Literacy Team systematically and continuously optimizes students' reading and writing skills. One of the main strategies is the implementation of 15 minutes of reading every day using non-curricular books. In addition, various efforts are made to create a conducive literacy environment, such as creating a literacy-friendly atmosphere through wall magazines and educational posters, providing access to diverse reading materials, and involving alumni, stakeholders, and parents in providing reading materials to enrich the literacy resources in schools.

Findings from SMPN 1 Kuningan, SMPN 2 Ciawigebang, SMPN 1 Lebakwangi, and SMP Binaul Ummah show varying levels of success in implementing the School Literacy Movement as follows:

1. SMPN 1 Kuningan

The implementation of 15 minutes of reading is going well, supported by a fairly diverse collection of books in the school library. However, the main challenge faced is the varying reading interest of students, particularly in grade VII.

2. SMPN 2 Ciawigebang

The School Literacy Movement program has full support from the principal and teachers. The school has developed a reading corner in each classroom. However, the limited number of reading books remains a challenge in increasing student participation.

3. SMPN 1 Lebakwangi

The school has successfully involved parents in the provision of reading materials. Additionally, digital literacy has begun to be introduced through access to online reading resources. The challenge faced is the lack of awareness among students in choosing relevant and beneficial reading materials.

4. SMP Binaul Ummah

The implementation of the School Literacy Movement is effective, with strong commitment from the school literacy team. In addition to reading physical books, the school also encourages the use of digital applications for reading. However, the main challenge is the limited availability of technology devices for some students.

Overall, all four schools showed high satisfaction with the implementation of the School

Literacy Movement, although challenges such as varying student reading interests, limited reading materials, and access to digital literacy technology need to be addressed. With strengthened strategies and support from various parties, this program is expected to further enhance the literacy culture in secondary education institutions in Kuningan Regency.

## Student Participation in Collaborative Literacy Activities

The evaluation results of the literacy movement program in the four schools, using the Kirkpatrick approach through document studies, interviews, and observations, found that the four schools have developed various forms of literacy programs, although not entirely in accordance with the School Literacy Movement guidelines. Student participation in literacy activities at each school varies depending on the design and implementation of the program applied.

SMPN 1 Kuningan has a structured literacy movement program through project modules designed by the School Literacy Team together with the P5 team. This program involves students in reading and group discussions, as well as project-based activities that encourage interaction and collaboration. Although the program is not fully aligned with the School Literacy Movement, students show a positive response to more flexible and collaborative-based activities.

Meanwhile, SMPN 1 Lebakwangi, SMPN 2 Ciawigebang, and SMP Binaul Ummah have not formally implemented a literacy movement program in full accordance with the School Literacy Movement, but they have developed literacy activities through project modules that involve students in various reading and writing group activities. However, due to the absence of a fully implemented School Literacy Movement standard, the level of student participation in literacy activities still varies. Some students are active in group reading activities, but there is no structured mechanism to encourage wider

involvement in collaborative literacy projects. Observations and interviews of the literacy programs at the four schools reveal that they are still varied and not optimal in encouraging students' involvement in collaborative literacy activities. This shows that although the schools have literacy programs in the form of project modules, student participation in group-based literacy activities remains low. Some factors influencing this result include:

1. Lack of student involvement in interactive literacy discussions.
2. Literacy activities are still focused on individual tasks and have not yet fostered team cooperation.
3. Limited variation in strategies that could increase student interest and motivation in group literacy activities.

## Learning Level of the Evaluation Improvement in Reading Skills, Critical Thinking, and Understanding of Literacy

Facilities and infrastructure play a strategic role in supporting the improvement of reading skills, critical thinking, and understanding of information literacy in educational units. A conducive physical environment, especially facilities such as libraries, reading rooms, and access to digital reading sources, directly contributes to the effectiveness of the School Literacy Movement program. As a key part of infrastructure, school libraries function as learning resource centers, providing access to various books, magazines, journals, and other reading materials. The availability of quality books, appropriate to the students' reading level and learning materials, plays a role in improving reading skills and understanding information literacy. Additionally, digital literacy has also begun to be introduced through access to online reading sources and technology-based learning platforms, aiming to expand students' horizons and develop skills in critically searching, evaluating, and using information.

The School Literacy Movement program in Indonesia is regulated through several regulations, including the Minister of Education, Culture, Research, and Technology's Decree, and the Ministry of Education and Culture Regulation No. 23 of 2015, which emphasizes the importance of literacy in schools. Moreover, the Minister of Education, Culture, Research, and Technology's Decree No. 56/M/2022 on Guidelines for Curriculum Implementation for Learning Recovery also provides guidelines for the implementation of literacy programs in schools. This literacy program not only focuses on improving reading skills but also supports the development of the Pancasila Student Profile, which includes critical, creative, independent, and responsible thinking skills. In this context, schools in Indonesia have implemented various teaching strategies that support the strengthening of students' literacy, such as reading, writing, and discussion activities to expand students' knowledge and thinking abilities. The program aims to create a deep and comprehensive literacy culture that contributes to improving the quality of education in Indonesia, including:

Improving Information Literacy Understanding. Students are trained to understand various types of texts, both print and digital, and develop critical reading skills of the information they receive. Additionally, group discussions, text reviews, and article analysis are integrated into the learning process to train students in evaluating and concluding information critically.

Building Critical Thinking Skills through Literacy. Schools facilitate various literacy-based project activities, such as reflective writing, scientific debates, and interactive discussions, to encourage students to develop more analytical and argumentative thinking patterns. Students are also given the opportunity to interpret various texts and link them to broader social contexts, thus improving their critical thinking skills.

Realizing Collaborative-Based Learning. Literacy activities are carried out not only individually but also in groups to encourage interactive discussions, teamwork, and idea exchange. The implementation of the Pancasila Student Profile (P5) strengthening project, integrated with the literacy program, invites students to develop reading and writing skills in the context of problem-solving and innovation.

Encouraging Creativity and Independence in Literacy. Schools provide services for the development of interests and talents in literacy, such as reading clubs, writing competitions, and school journalism programs, to build broader and more applicable literacy skills. Students are also encouraged not only to understand texts but also to produce written works, essays, or digital content based on literacy, reflecting their understanding of a topic.

Instilling Values of Diversity and Mutual Cooperation through Literacy. The literacy program also aims to instill values of nationalism and diversity through readings that reflect culture and local wisdom. Students are given an understanding of inclusive literacy, which teaches respect for various perspectives and raises awareness of social issues through thematic literacy activities.

The evaluation of the learning level in the Kirkpatrick model shows that the literacy program at junior high schools has contributed to the improvement of reading skills, critical thinking, and students' information literacy understanding. However, the effectiveness of this program depends on several key factors, namely the availability of quality reading sources, the integration of literacy with project-based learning, and approaches that encourage critical thinking and creativity skills. By strengthening these strategies, literacy programs in educational units can be more optimal in shaping literate students with critical reasoning skills and strong information literacy in the digital era.

**Behavior Level of the Evaluation**
The evaluation of the Behavior level in the Kirkpatrick model is used to measure the effectiveness of the program based on the

previous two levels. In this study, the behavior evaluation was applied to the variables of Teacher-Student Relationship Quality (X1) and Frequency of Bullying Experience (X3) to understand behavioral changes that occurred after the implementation of the program. To analyze the impact, an Independent Sample t-Test was performed as a statistical method to compare the average report card scores of students between 2022 and 2023. This analysis aims to determine whether there is a significant difference in the average report card scores of students in 2023 compared to 2022, thus measuring the influence of the program on behavioral changes in the context of social relationships and bullying experiences at school.

**Results of the Independent Samples t-Test.**
The Independent Samples T-Test and Mann-Whitney U Test were used to test the

**Table 3.** Independent samples t-test

| Independent Samples T-Test | | | | | | |
|---|---|---|---|---|---|---|
| | Test | Statistic | df | p | Effect Size | SE Effect Size |
| School Services for Gifted and Special Talented Students | Student | 0.391 | 6 | 0.709 | 0.276 | 0.714 |
| | Mann-Whitney | 9.000 | | 0.886 | 0.125 | 0.408 |
| Attitudes Toward Disabilities | Student | -0.401 | 6 | 0.703 | -0.283 | 0.714 |
| | Mann-Whitney | 8.000 | | 1.000 | 0.000 | 0.408 |
| School Safety Climate | Student | 0.786 | 6 | 0.462 | 0.556 | 0.734 |
| | Mann-Whitney | 10.000 | | 0.686 | 0.250 | 0.408 |
| Student Bullying Experience | Student | 0.301 | 6 | 0.773 | 0.213 | 0.711 |
| | Mann-Whitney | 9.000 | | 0.886 | 0.125 | 0.408 |
| Religious and Cultural Tolerance | Student | -3.849 | 6 | 0.008 | -2.722 | 1.194 |
| | Mann-Whitney | 0.000 | | 0.029 | -1.000 | 0.408 |

Note. For the Student t-test, effect size is given by Cohen's d. For the Mann-Whitney test, effect size is given by the rank biserial correlation.

differences between variables in 2022 and 2023. For the indicator School Services for Gifted and Special Talented Students, the Student's t-test showed t = 0.391, df = 6, and p = 0.709 (p > 0.05), indicating no significant difference between the years. Cohen's d effect size = 0.276 indicates a very small effect, while the Mann-Whitney U Test resulted in p = 0.886, which also confirms no significant difference.

For the indicator Attitudes Toward Disabilities, the Student's t-test showed t = - 0.401 and p = 0.703, with Cohen's d = -0.283, indicating a small and negative effect. The Mann-Whitney U Test result with p = 1.000 also showed no significant difference between the two years.

For the indicator School Safety Climate, the Student's t-test produced t = 0.786 with p = 0.462, showing no significant difference. Cohen's d effect size = 0.556 indicates a moderate but non-significant effect, while the Mann-Whitney U Test yielded p = 0.686, confirming similar results.

Meanwhile, for the indicator Student Bullying Experience, the Student's t-test showed t = 0.301 with p = 0.773, meaning no significant difference in bullying experiences between 2022 and 2023. Cohen's d effect size = 0.213 indicates a very small effect, while the Mann-Whitney U Test result with p = 0.886 also supports the conclusion that there is no significant difference.

However, for the indicator Religious and Cultural Tolerance, the Student's t-test showed t = -3.849 with p = 0.008 (p < 0.05), indicating a significant difference between 2022 and 2023.

Cohen's d effect size = -2.722 shows a very large and negative effect, while the Mann-Whitney U Test result with p = 0.029 (p < 0.05) supports the conclusion that there is a significant difference in religious and cultural tolerance between the two years.

## Results Level of the Evaluation
### Direct Effects

The three independent variables (X1, X2, and X3) have a significant direct effect on the dependent variable (Y). Among the three, X3 has

**Table 4.** Direct effect

| Direct effects | | | | | | | 95% Confidence Interval | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | Estimate | Std. Error | z-value | p | Lower | Upper |
| X1 | → | Y | 0.061 | 0.023 | 2.702 | 0.007 | 0.017 | 0.105 |
| X2 | → | Y | 0.111 | 0.022 | 5.056 | < .001 | 0.068 | 0.154 |
| X3 | → | Y | 0.124 | 0.021 | 5.960 | < .001 | 0.083 | 0.165 |

Note. Delta method standard errors, normal theory confidence intervals, ML estimator.

the largest effect on Y with an estimate of 0.124, followed by X2 (0.111), and X1 (0.061). All these estimates are statistically significant (p < 0.05) and have a 95% confidence interval that does not cross zero, indicating that the results are strong and reliable.

The direct effect of X1 on Y is 0.061, with a Std. Error of 0.023, a z-value of 2.702, and a p-value of 0.007 (< 0.05), showing that an increase of one unit in X1 increases Y by 0.061 units. X2 has a greater effect with an estimate of 0.111, Std. Error of 0.022, a z-value of 5.056, and a p-value < 0.001, indicating high significance

at a 99% confidence level. Variable X3 has the largest effect with an estimate of 0.124, Std. Error of 0.021, a z-value of 5.960, and a p-value < 0.001, also significant at a 99% confidence level. All confidence intervals are within a range that supports the stability of the estimates, reinforcing the validity of the effects of the three variables on Y.

## Indirect Effects Results

The Indirect Effects Table shows the indirect influence of the independent variables (X1, X2, X3) on the dependent variable (Y)

**Table 5.** Indirect effect

| Indirect effects | | | | | 95% Confidence Interval | |
| --- | --- | --- | --- | --- | --- | --- |
| | Estimate | Std. Error | z-value | p | Lower | Upper |
| X1 → Z → Y | -0.001 | 0.007 | -0.153 | 0.879 | -0.014 | 0.012 |
| X2 → Z → Y | $-2.736 \times 10^{-4}$ | 0.002 | -0.151 | 0.880 | -0.004 | 0.003 |
| X3 → Z → Y | -0.001 | 0.007 | -0.153 | 0.879 | -0.014 | 0.012 |

Note. Delta method standard errors, normal theory confidence intervals, ML estimator.

through the mediation variable (Z). This analysis uses the delta method to calculate the standard error with estimates based on Maximum Likelihood (ML). The confidence interval is determined based on a normal distribution with a 95% confidence level.

The analysis results indicate that all indirect effects (X1, X2, X3 through Z on Y) are not significant, as the p-value > 0.05 and the confidence interval (CI) includes zero. This suggests that the mediation variable (Z) does not play a role in the relationship between the independent and dependent variables.

The indirect effect of X1 on Y through Z has an estimate of -0.001, indicating a small and negative effect with SE = 0.007, Z = -0.153, p = 0.879, and CI (-0.014, 0.012), so the result is not significant. The indirect effect of X2 on Y through Z has an estimate of -0.0001736, with a small and negative effect, SE = 0.002, Z = -0.151, p = 0.880, and CI (-0.004, 0.003), which is also not significant. Similarly, the indirect effect of X3 on Y through Z has an estimate of -0.001, SE = 0.007, Z = -0.153, p = 0.879, and CI (-0.014, 0.012), indicating that its effect is not significant. Thus, there is no evidence that Z acts as a mediator in the relationship between X1, X2, X3, and Y.

**Total Effect Results**

Path analysis in this study was conducted using the Structural Equation Modeling (SEM)

**Table 6.** Total effect

**Total effects**

| | Estimate | Std. Error | z-value | p | 95% Confidence Interval Lower | Upper |
|---|---|---|---|---|---|---|
| X1 → Y | 0.060 | 0.021 | 2.782 | 0.005 | 0.018 | 0.102 |
| X2 → Y | 0.111 | 0.022 | 5.060 | < .001 | 0.068 | 0.154 |
| X3 → Y | 0.123 | 0.020 | 6.228 | < .001 | 0.084 | 0.162 |

N*ote. Delta method standard errors, normal theory confidence intervals, ML estimator.*

approach to examine both the direct and indirect effects among independent and dependent variables. The primary aim was to explore the extent to which the quality of teacher-student relationships (X1), peer interactions (X2), and bullying experiences (X3) influence students' character development (Y), with school safety climate (Z) as a potential mediator. Prior to conducting the analysis, key assumptions were tested including linearity, multivariate normality, absence of multicollinearity, and adequacy of sample size. All assumptions were met, with skewness and kurtosis within the ±2 range and Variance Inflation Factor (VIF) values below 5, indicating suitability for structural modeling.

The model's goodness-of-fit was evaluated using several indices, including the Comparative Fit Index (CFI), Goodness-of-Fit Index (GFI), Root Mean Square Error of Approximation (RMSEA), Standardized Root Mean Square Residual (SRMR), and chi-square/df ratio. The results showed acceptable fit based on established thresholds: CFI = 0.946, GFI = 0.923, RMSEA = 0.045, SRMR = 0.051, and chi-square/df = 2.11. These values align with standards recommended by Hu & Bentler (1999) and Kline (2016), which suggest that good model fit is indicated by CFI and GFI > 0.90, RMSEA < 0.06, SRMR < 0.08, and chi-square/df < 3.00. The Path plot results are illustrated as follows:
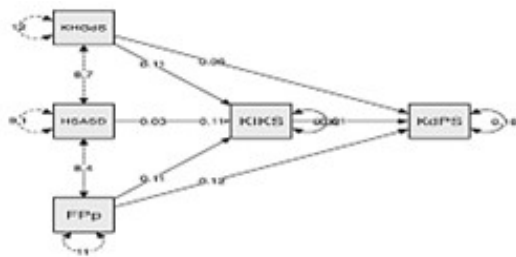
Note:
X1 : KHdGS
X2 : HSASD
X3 : FPp
Z : KIKS
Y : KdPS

The estimated path coefficients revealed that teacher-student relationships (â = 0.061; p = 0.007), peer interactions (â = 0.111; p < 0.001), and bullying experiences (â = 0.124; p < 0.001) had significant direct effects on student character development. Conversely, school safety climate (Z) did not have a significant direct effect (â = -0.009; p = 0.879). In terms of indirect effects, teacher-student relationships (X1) and bullying experiences (X3) significantly influenced school safety perceptions (â = 0.114 and â = 0.112, respectively; both p < 0.001), while peer interactions (X2) did not (â = 0.031; p = 0.296).

These findings suggest that strengthening interpersonal relationships within schools particularly between teachers and students, as well as among peers is more effective for character development than relying solely on perceptions of school safety. While the school safety climate remains an important contextual factor, it does not independently predict students' character development within this model, highlighting the need for more targeted interventions focused on relational dynamics.

To reinforce the validity of the quantitative findings, this study employed source triangulation by cross-verifying data from multiple sources. Quantitative survey results were compared with qualitative data obtained through interviews with teachers, school leaders, and students, along with observations and official documentation on the School Literacy Movement. For instance, the statistically significant influence of teacher-student and peer relationships on student character was echoed in interview responses, where students cited emotional support and motivation from

teachers as critical, and educators emphasized collaborative learning environments.

This convergence of evidence across different data sources bolstered the credibility and interpretive depth of the findings. By using source triangulation, the study mitigated potential biases associated with single-method reliance and improved the trustworthiness and robustness of the conclusions. The integration of diverse perspectives provided a richer, more nuanced understanding of how the School Literacy Movement program fosters student character development in Kuningan Regency.

■ **CONCLUSION**

The evaluation based on the Kirkpatrick model indicates that the analyzed program effectively enhances students' character development through teacher-student relationships and social interactions among students. Participants responded positively to the program, particularly regarding these relationships, though perceptions varied concerning bullying experiences and the school safety climate, highlighting areas requiring further attention. The program significantly contributed to students' understanding and skills, particularly in shaping character and behavior, with teacher-student interactions and peer relationships playing crucial roles in supporting the learning process. While social interactions and bullying experiences directly influenced students' behavior, the school safety climate did not show a significant impact on character development, suggesting that additional measures are needed to strengthen its role. Overall, the program succeeded in fostering positive relationships and character growth; however, ensuring a safer school environment and reducing bullying experiences remain ongoing challenges that require targeted interventions.

■ **REFERENCES**

Armia & Zuriana. (2017). *Pentingnya literasi untuk pendidikan anak usia dini.*

*Langgam Bahasa*, Vol.11, No.2: 161-167.

Batubara, H. H., & Ariani, D. N. (2018). *Implementasi program gerakan literasi sekolah di sekolah dasar negeri gugus sungai miai banjarmasin. JPsd (Jurnal Pendidikan Sekolah Dasar)*, 4(1), 15-29.

Cohen, J. (2013). Statistical power analysis for the behavioral sciences. routledge.

Devianty, R. (2019). *Manfaat literasi untuk meningkatkan mutu pendidikan. Ijtimaiyah Jurnal Ilmu Sosial Dan Budaya,* 3(1).

Fahmi, F. (2021). Peer review *strategi guru mengenalkan konsep dasar literasi di PAUD sebagai persiapan masuk SD/MI.*

Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. Journal of marketing research, 18(1), 39-50.

Fratikto, A. N. (2019). *Analisis pelaksanaan Gerakan Literasi Sekolah (GLS) pada aspek pemanfaatan sarana dan prasarana penunjang literasi dan aspek penerapan Gerakan Literasi Sekolah (GLS) pada tahap pembiasaan (studi pada kelas X Jurusan Animasi SMK Negeri 3 Batu).*

Graham, S., Liu, X., Aitken, A., Ng, C., Bartlett, B., Harris, K. R., & Holzapfel, J. (2018). Effectiveness of literacy programs balancing reading and writing instruction: A meta†analysis. Reading Research Quarterly, 53(3), 279-304.

Hair Jr, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). Multivariate data analysis. In Multivariate data analysis(pp. 785-785).

Hanifah, I., Suseno, M., & Anwar, M. (2022). The effectiveness of literacy teaching materials based on local wisdom in improving literacy skills for elementary school students. JALL (Journal of Applied Linguistics and Literacy), 6(2), 262-273.

Harahap, D. G. S., Nasution, F., Nst, E. S., & Sormin, S. A. (2022). *Analisis kemampuan literasi siswa sekolah dasar.* Jurnal Basicedu, 6(2), 2089-2098.

Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. Structural equation modeling: a multidisciplinary journal, 6(1), 1-55.

Ibragimovna, T. M. (2022). The importance of international assessment programs in enhancement, assessment and development of reading literacy of primary students. Central Asian Journal of Literature, Philosophy and Culture, 3(11), 133-136.

Ismail, M. I. (2010). *Kinerja dan kompetensi guru dalam pembelajaran. Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan,* 13(1), 44-63.

Jariah, S., & Marjani, M. (2019). *Peran guru dalam gerakan literasi sekolah. In Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang* (Vol. 12, No. 01).

Kamaluddin, M., & Suhara, R. B. (2018). *Analisis sarana prasarana dan tingkat literasi media dalam perspektif gender: studi deskriptif pada universitas di kabupaten dan Kota Cirebon.* Journal Signal, 6(1), 01-21.

Kemendikbud. (2017). *Panduan gerakan literasi nasional.*

Kern, R. (2015). Language, literacy, and technology. Cambridge University Press.

Kim, J. S., Burkhauser, M. A., Quinn, D. M., Guryan, J., Kingston, H. C., & Aleman, K. (2017). Effectiveness of structured teacher adaptations to an evidence†based summer literacy program. Reading Research Quarterly, 52(4), 443-467.

Kirkpatrick, D., & Kirkpatrick, J. (2006).

Evaluating training programs: The four levels. Berrett-Koehler Publishers.

Kline, R. B. (2023). Principles and practice of structural equation modeling. Guilford publications.

Leseman, P. P., & De Jong, P. F. (1998). Home literacy: Opportunity, instruction, cooperation and social emotional quality predicting early reading achievement. Reading research quarterly, 33(3), 294-318.

Madhusudhan, M. (2012). Use of web-based online public access catalogue by the Foreign Students at the University of Delhi. World Digital Libraries, 5(2), 43-58.

Mardliyah, A. A. (2019). *Budaya literasi sebagai upaya peningkatan keterampilan berpikir kritis di era industri revolusi 4.0. In Prosiding SNP2M (Seminar Nasional Penelitian dan Pengabdian Masyarakat)* UNIM (No. 1, pp. 171-176).

Miles, M. B. (1994). Qualitative data analysis: An expanded sourcebook. Thousand Oaks.

Mujianto, H., & Nurhadi, Z. F. (2022). *Dampak literasi media berbasis digital terhadap perilaku anti penyebaran hoax. Alhadharah: Jurnal Ilmu Dakwah,* 21(1).

Mujiburrahman, A. H., Hartati, A., Najamuddin, M., Kartiani, B. S., Sutarto, S., & Winata, A. (2020). *Pelatihan implementasi pembelajaran berbasis pendekatan saintifik* (scientific approach) *bagi guru di Sd Negeri 2 Sigar Penjalin. Intan Cendekia: Jurnal Pengabdian Masyarakat,* 1(1), 9-14.

Ningsih, S., & Dukalang, H. H. (2019). *Penerapan metode suksesif interval pada analsis regresi linier berganda. Jambura* Journal of Mathematics, 1(1), 43-53.

OECD. (2022). PISA 2022 Results the state of learning and equity in education. Volume 1.

Perdana, R., & Suswandari, M. (2021). L*iterasi numerasi dalam pembelajaran tematik siswa kelas atas sekolah dasar. Absis:* Mathematics Education Journal, 3(1), 9-15.

Permatasari, F. (2019). *Problematika penerapan gerakan literasi sekolah. Jurnal koulutus,* 2(1), 138-143.

Phangrak, S., & Chaemchoy, S. (2020). Guidelines for student affairs management of assumption college sriracha based on digital literacy concept. Scholar: Human Sciences, 12(1), 412-412.

Piper, B., Destefano, J., Kinyanjui, E. M., & Ong'Ele, S. (2018). Scaling up successfully: Lessons from Kenya's Tusome national literacy program. Journal of Educational Change, 19, 293-321.

Puslitjakdikbud. (2019). *Indeks aktivitas literasi membaca 34 provinsi.*

Puspasari, I., & Dafit, F. (2021). *Implementasi gerakan literasi sekolah di sekolah dasar. Jurnal basicedu,* 5(3), 1390-1400.

Saadati, B. A., & Sadli, M. (2019). *Analisis pengembangan budaya literasi dalam meningkatkan minat membaca siswa di sekolah dasar. Terampil: Jurnal pendidikan dan pembelajaran Dasar*, 6(2), 151-164.

Safira, T., Tahir, M., & Khair, B. N. (2022). *Penerapan budaya literasi di SDN 28 Cakranegara. Jurnal Ilmiah Profesi Pendidikan,* 7(2), 374-380.

Septiyantono, T. (2014). *Literasi informasi.*

Setiawan, B. (2020). *Pengembangan mata pelajaran yang berkaitan dengan upaya peningkatan literasi budaya dan kewarganegaraan. masyarakat Indonesia,* 46(1), 80-92.

Silvester, S., Sadewo, Y. D., & Sumarni, M. L.

(2022). *Pendampingan pembuatan media pembelajaran berbasis teknologi.* In Prosiding *Seminar Nasional Pengabdian Kepada Masyarakat* (Vol. 1, No. 1, pp. 947-955).

Sulistyo, A. (2017). *Evaluasi program budaya membaca di sekolah dasar negeri. Kelola: Jurnal Manajemen Pendidikan,* 4(1), 48-58.

Supriadi, D., Purbonuswanto, W., & Maulida, A. (2025). Development of a literacy leadership model based on Ki Hadjar Dewantara's Leadership Trilogy at Tamansiswa College. Jurnal Pendidikan Progresif, 15(1), 55-73.

Supriyati, Y., & Muqorobin, M. (2021). *Mixed model cipp dan kickpatrick sebagai pendekatan evaluasi program pengembangan kompetensi guru berbasis kebutuhan peningkatan kemampuan asessement literasi-numerasi (cilapp model dalam evaluasi program). Jurnal Ilmiah Mandala* Education, 7(1), 203-223.

Supriyanto, H. (2017). *Implementasi gerakan literasi sekolah dalam menumbuhkan minat membaca siswa. Wiyata Dharma: Jurnal Penelitian dan Evaluasi Pendidikan,* 5(2), 68-82.

Taridala, S., & Anwar, R. (2023). *Transformasi edukasi: mengoptimalisasi kinerja guru dan kualitas layanan melalui program merdeka belajar. Feniks Muda Sejahtera.*

Teguh, M. (2020). *Gerakan literasi sekolah dasar. Jurnal Pendidikan Dasar Flobamorata,* 1(2), 1-9.

Triwijaya, D. N. (2019). *Tujuan dan manfaat literasi informasi dengan memanfaatkan media perpustakaan. Jurnal literasi pustakawan*, 4(2), 97-103.

Widayoko, A., & Muhardjito, M. (2018). *Analisis program implementasi gerakan literasi sekolah (GLS) Dengan* *Pendekatan Goal-Based Evaluation.* Jurnal Tatsqif, 16(1), 78-92.

Widodo, A. (2020). *Implementasi program gerakan literasi sekolah di sekolah menengah pertama (SMP).* Tarbawi: Jurnal Ilmu Pendidikan, 16(1), 11-21.

Wiedarti, P., Laksono, K., & Retnaningsih, P. (2018). *Desain induk gerakan literasi sekolah.*

Wiratsiwi, W. (2020). *Penerapan gerakan literasi sekolah di sekolah dasar. Refleksi Edukatika: Jurnal Ilmiah Kependidikan,* 10(2), 230-238.

Wulanjani, A. N., & Anggraeni, C. W. (2019). *Meningkatkan minat membaca melalui gerakan literasi membaca bagi siswa sekolah dasar.* Proceeding of Biology Education, 3(1), 26-31.