

Revitalizing the School Literacy Movement: Strategies for Strengthening Literacy Culture in Senior High Schools of Bangka Belitung Islands

M. Aries Taufiq^{1*)}, Herza²⁾, Fajar Agung Pangestu³⁾, Harianto⁴⁾, Jong Li Fa⁵⁾, Herland Franley Manalu⁶⁾

¹⁾²⁾³⁾⁴⁾⁵⁾⁶⁾Universitas Bangka Belitung, Indonesia, ⁶⁾University of Innsbruck, Austria

*Corresponding Author, email: aries@ubb.ac.id

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Abstract

The School Literacy Movement (Gerakan Literasi Sekolah/GLS), launched nationally in 2015, aims to cultivate a reading and writing culture among Indonesian students. In the post-pandemic era, however, its implementation faces new challenges and calls for revitalization. This qualitative descriptive study explored the implementation of GLS in senior high schools in the Bangka Belitung Islands, focusing on (a) current practices and challenges, (b) the roles of principals, teachers, and students, and (c) strategies for strengthening literacy culture. Data were collected from 8 senior high schools through semi-structured interviews with 42 participants (principals, teachers, and students) and classroom and school environment observations. Then, the data were analyzed using a thematic analysis approach. Findings showed that while schools continued routine activities, such as the 15-minute reading program and the creation of reading corners, challenges persisted, including limited resources, uneven stakeholder engagement, and barriers specific to archipelagic contexts. Some schools, however, displayed strong leadership and community participation. To revitalize GLS, this study recommends integrating digital and print literacy resources, enhancing teacher capacity, promoting student-centered projects, and fostering collaboration with families and local communities. Unlike previous studies that primarily focused on policy-level implementation, this study provides contextual insights into literacy practices in an archipelagic region, highlighting the importance of geographically responsive strategies for literacy development. These findings underscore the need for contextualized, sustainable approaches to literacy development and provide guidance for policymakers, educators, and stakeholders in advancing literacy culture in Indonesia's post-pandemic education landscape.

Keywords: School Literacy Movement, Literacy Culture, Senior High Schools, Bangka Belitung

Introduction

The concept of literacy has evolved beyond the traditional confines of reading and writing, shaped by technological advancement and the proliferation of information. Contemporary definitions emphasize the ability to navigate multiple forms of media, critically evaluate sources, and synthesize complex ideas across platforms (Bawden, 2008; Hobbs, 2010; Sari, 2022). As a cornerstone of 21st-century learning, literacy now includes not only functional reading and writing skills but also digital, critical, and multimodal competencies (International Literacy Association, 2018). Such an expanded view aligns with Luke and Freebody's (2009) Four Resources Model, which conceptualizes literacy as a social practice involving four interrelated roles of the reader: code breaker, meaning maker, text user, and text analyst. This model provides a comprehensive lens for understanding how literacy development occurs within specific sociocultural settings, guiding educators in designing activities that move beyond mechanical reading toward critical and reflective engagement with texts. Beyond cognitive skills, literacy is also intrinsically linked to character education, as it equips individuals with empathy, ethical reasoning, and civic responsibility (Gee, 2015; UNESCO, 2017). Therefore, a robust and multifaceted

approach to literacy empowers students not only to acquire knowledge but also to develop the moral and ethical foundation necessary for becoming thoughtful, productive, and compassionate global citizens.

Despite these advances in redefining literacy, many schools continue to struggle with sustaining effective literacy programs. To address the persistent need for improved reading skills among Indonesian youth (Organization for Economic Cooperation and Development (OECD), 2024), the Indonesian government launched the School Literacy Movement or *Gerakan Literasi Sekolah* (GLS) in 2015. This national initiative, as outlined in the *Desain Induk Gerakan Literasi Sekolah* (Kemendikbud, 2016), provides a structured framework for cultivating a culture of reading and intellectual curiosity. It operates in three distinct stages – Habituation, Development, and Learning – that are designed to systematically transform schools into “literate ecosystems”. This approach integrates cognitive, affective, and ethical dimensions of learning, reinforcing the interconnection between literacy and character formation.

Research has shown that the implementation of GLS activities helps to strengthen students' abilities in critical and creative thinking, which are key components of both modern literacy and character development (Arini et al., 2020). Further studies have corroborated these initial findings, highlighting the positive impact of GLS on students' reading motivation and academic outcomes (Jannah, 2021; Kartikasari & Nuryasana, 2022; Khaira et al., 2019; Kurniasih & Priyanti, 2023; Lestari & Astuti, 2023). These studies emphasize the role of well-designed school environments, such as libraries and reading corners, in promoting daily reading habits and building literacy-rich ecosystems (Permana et al., 2025; Sumarni et al., 2024; Wijayanti et al., 2023). These findings collectively suggest that the GLS is a multi-faceted initiative that addresses not only academic deficiencies but also the broader need for holistic character formation in Indonesian youth. However, most of these studies are concentrated in urban or well-resourced areas and adopt a descriptive rather than analytical stance, offering limited discussion of how local contexts influence the sustainability and inclusivity of GLS implementation. Few studies have explored how geographic, cultural, and socioeconomic conditions, particularly in Indonesia's archipelagic regions, shape the success and long-term viability of literacy programs.

In an archipelagic nation like Indonesia, the implementation of nationwide educational policies is often complicated by geographic and socioeconomic factors. The province of the Bangka Belitung Islands represents a distinctive case for examining these issues. This province exhibits significant disparities in literacy enthusiasm and school participation. For instance, data show that reading enthusiasm index in Pangkalpinang, the capital city of Bangka Belitung Islands, reached 85.40, while in Kab. Bangka Selatan it was only 62.22, with lower reading frequency and weaker program engagement (Wow, 2025). Related to this, a study conducted by Taufiq et.al. (2024) concluded that the implementation of GLS at senior high schools in Kab. Bangka Barat seemed perfunctory, partly due to students' low reading interest and inconsistent school commitment to implement this program. In addition, according to Ayu (2024), educational challenges such as low Net Enrollment Rate (60.72%) and high dropout rates (27.6%), particularly in rural and economically disadvantaged areas, further constrain literacy development. Factors such as local culture and economic conditions that encourage children to work in tin mining rather than continuing their formal education also contribute to this problem. This certainly affects the current literacy rate.

Although local governments have made commendable efforts to develop school libraries as centers of modern literacy, the archipelagic geography and complex socio-cultural fabric of Bangka Belitung demand a more contextualized and participatory approach to literacy education (Ratmaningsih et al., 2019; Sucipto & Fatihin, 2024). Infrastructure disparities and limited accessibility in island regions continue to hinder equitable literacy opportunities (Madubun, 2024). Consequently, any study of the School Literacy Movement (GLS) within this context must account for how geographical isolation, economic constraints, and local cultural dynamics shape the program's effectiveness and its capacity to foster a sustainable literacy culture in senior high schools (International Federation of Library Associations and Institutions, 2022; Silawati & Mulyati, 2021).

Grounded in the Four Resources Model, this study investigated how literacy practices were enacted, supported, and challenged in senior high schools across the Bangka Belitung Islands. The model served as the analytical framework for examining how teachers, principals, and students were engaged in literacy as code breakers, meaning makers, text users, and text analysts within their local contexts. By addressing the limited understanding of GLS implementation in archipelagic settings, this study filled an important research gap and contributed to the development of geographically responsive and

sustainable literacy strategies. The findings not only expand the conceptual discourse on literacy and character education but also provide practical insights for policymakers and educators seeking to strengthen literacy culture in Indonesia's diverse educational landscapes.

Methods

This study employed a qualitative exploratory design to examine the current practices of *Gerakan Literasi Sekolah* (GLS) in senior high schools across the Bangka Belitung Islands and to identify strategies for revitalizing GLS to strengthen literacy culture in this archipelagic province. A qualitative approach was deemed most appropriate as it allows for capturing the perspectives of diverse school stakeholders and provides a contextualized understanding of practices, challenges, and potential strategies (Creswell & Poth, 2018; Merriam & Tisdell, 2016). The research was conducted in eight senior high schools selected through random sampling to represent different geographical areas within Bangka Belitung Islands. This region was chosen for its distinctive challenges in GLS implementation, particularly related to limited resources, geographical dispersion, and socio-cultural diversity, which make it a significant site for studying literacy revitalization.

Participants were drawn from three key stakeholder groups: school principals, teachers, and students, using purposive sampling to ensure that only those directly involved in implementing or participating in GLS activities were included. In total, 8 principals, 10 teachers, and 24 students participated in this study. Data were collected through semi-structured interviews, non-participant observations, and document analysis. The interviews focused on participants' experiences with GLS, perceived strengths and weaknesses, contextual challenges, and their suggestions for revitalization strategies. Observations were conducted over a three-month period (from June to August 2025), with each school visited three times on different days to capture variations in daily literacy practices. Each observation session lasted between 60 and 90 minutes, covering different school settings such as classrooms, libraries, and outdoor reading areas. The observed activities included morning reading sessions, library visits, reading corner interactions, and classroom-based literacy activities integrated into subject lessons. Field notes focused on student engagement, teacher facilitation, literacy resources, and environmental support for literacy. This systematic schedule and multiple-site engagement were intended to ensure that the observation data reflected a comprehensive and representative picture of GLS implementation in each school context. Additionally, relevant school documents—including literacy policies, activity schedules, teacher lesson plans, and samples of student work—were analyzed to triangulate findings and strengthen data credibility.

Following data collection, all interview transcripts, observation notes, and documents were systematically prepared and analyzed using thematic analysis to generate meaningful insights into GLS practices, challenges, and revitalization strategies. The analysis involved several stages: (a) transcribing and organizing data, (b) coding the data inductively to identify recurring patterns, (c) grouping codes into categories aligned with the research objectives (current practices, challenges, and revitalization strategies), and (d) developing themes that represent broader insights into GLS revitalization (Nowell et al., 2017; Patton, 2015). To enhance the credibility and trustworthiness of the study, multiple strategies were employed. These included: triangulation of data sources (interviews, observations, and documents) to ensure consistency (Patton, 2015; Shenton, 2004); member checking with selected participants to validate interpretations; peer debriefing with academic colleagues to refine coding and thematic development (Creswell & Poth, 2018); and maintaining an audit trail of research decisions and analytic steps to ensure dependability and transparency (Shenton, 2004).

Result and Discussion

This section presents the findings of the study on the implementation of the School Literacy Movement (GLS) in senior high schools across Bangka Belitung Islands. The findings of this study are organized into three major themes: current practices and challenges of GLS implementation, the roles of school stakeholders, and strategies for revitalization to strengthen literacy culture in senior high schools of Bangka Belitung Islands. Detailed information about this study results are presented below.

1. Current practices and challenges of GLS

The implementation of Gerakan Literasi Sekolah (GLS) in senior high schools across Bangka Belitung Islands generally follows the national framework provided by the Ministry of Education and Culture. The GLS activities include:

a. The 15-minute reading activity

One of the most common practices found in schools was the 15-minute reading activity, which was generally conducted before starting the classroom lessons. In this activity, students were encouraged to read books, ranging from the holy Quran, novels, and short stories to non-fiction texts. Then, the teacher assigned students to write a summary about the text they read. The 15-minute reading activity was generally conducted under the direction of the class teacher, and the topic might be different from one class to another. However, a notable finding from SMAN 1 Pangkalpinang was the substitution of a 15-minute reading activity with a listening activity. The school utilized audio transmission to present materials to all classes. In essence, all instructional periods were aligned to a singular source, with the teacher assuming oversight responsibilities for the execution of the activity. While this activity has become a routine, its effectiveness varied across schools; in some cases, it fostered consistent reading habits, but in others, students admitted they treated it as a formality rather than a meaningful literacy practice.

b. The creation of reading corners

Another initiative widely implemented was the establishment of reading corners in classrooms and school libraries. These spaces were designed to make books more accessible and visible to students by displaying a variety of reading materials in attractive ways. In some schools, teachers and students collaborated to decorate these corners, creating a more inviting atmosphere. However, in schools with limited resources, the reading corners often lacked sufficient or updated reading materials, which reduced their appeal. At SMA 1 Koba, for example, the reading corner was once a regular activity, but it had not been resumed since the COVID-19 pandemic. Although initially discontinued during online learning, it was not reinitiated after face-to-face classes resumed due to the absence of sustained initiative.

c. Literacy festivals and competitions

Several schools also organized literacy festivals and competitions, which served as celebratory events to promote enthusiasm and engagement for literacy-related activities. Activities during these festivals included speech contests, poetry reading, short story writing, wall magazine creation, and short film production. These events were typically held annually, such as on National Literacy Day or during Youth Pledge Day (28 October), and generated strong student participation. Teachers noted that these festivals not only nurtured talent but also made literacy practices more visible within the school community.

d. The integration of literacy values in extracurricular activities

In addition to these programs, many schools sought to integrate literacy values into extracurricular activities. Journalism club, as found in SMAN 1 Manggar, included reading and reporting tasks, which later are published in local magazines and online platforms, while student organizations such as OSIS (student council) helped organize literacy campaigns. This integration was intended to make literacy part of students' everyday school life rather than confining it to formal reading sessions. Nevertheless, not all extracurricular programs successfully embedded literacy, and in some cases, the integration was still insignificant.

e. Collaborating with external parties

Data in this study found that some schools also initiated to collaborate with external parties, such as publishers, journalists, or literacy experts, to foster students' literacy. These sessions usually took the form of workshops, motivational talks, or book exhibitions, exposing students to broader perspectives on reading and writing. Such collaborations were highly appreciated by both teachers and students, as they provided fresh insights and broke the routine of daily school activities. However, these opportunities were not evenly distributed across schools, often depending on the principals' networks and available funding. Another most prominent practice identified in all

participating schools is the collaboration with regional libraries. Schools have established regular schedules for students to visit the library, either in groups or through class-based activities. This initiative not only broadens students' access to diverse reading materials but also helps cultivate a habit of reading outside the classroom environment. By situating literacy practices within both formal and community-based spaces, schools provide students with opportunities to engage with a wider range of texts, thereby strengthening their reading culture. Such collaboration also reinforces the role of community stakeholders in supporting literacy education, making GLS a more inclusive and sustainable movement.

f. Setting the reading and writing targets

Finally, a notable practice was the setting of reading and writing targets to encourage accountability and measurable progress. For instance, SMAN 1 Tanjung Pandan required students to read at least five books per semester, while SMAN 1 Muntok set a target of ten books per year. At the end of the period, students were asked to submit summaries or reflections as proof of their reading. In addition, some schools implemented writing initiatives, such as the Gerakan Sekolah Menulis Buku as implemented in SMAN 1 Tanjung Pandan, which encouraged both teachers and students to co-author books. These practices highlighted an effort to cultivate not only reading habits but also productive writing skills. Similarly, SMAN 1 Muntok requires Grade XII students to write a book as part of their literacy achievement before graduation. These initiatives not only enhance students' writing skills but also provide them with a sense of accomplishment and ownership over their creative and academic contributions. By moving beyond reading to include writing as a tangible output, schools demonstrate a more comprehensive approach to literacy development that aligns with the broader goals of GLS.

Despite the variety of practices, several challenges were reported by schools in sustaining GLS. The most prominent issue was cultivating and maintaining students' reading interest and motivation. The teachers reported that it was challenging to motivate students to read during the 15-minutes reading activity due to the overuse of gadgets and the social media addiction. Many students, based on the result of the interview, also admitted that they preferred spending their free time on gadgets and social media, which limited their willingness to engage in reading activities. Moreover, teachers noted that this lack of sustained interest made it difficult to nurture a reading habit, even with structured programs like the 15-minute reading activity. In addition, time constraints also emerged as a concern, as the 15-minute reading sessions were often perceived as insufficient for students to engage deeply with texts. Some students noted that this short duration did not allow them to finish even short stories or develop a sustained reading habit.

Another recurring issue concerned the school's commitment and consistency in implementing GLS. While some schools managed to conduct literacy activities regularly, others struggled to maintain the momentum as found in SMAN 1 Koba. For example, in SMAN 1 Koba, the program was not sustained regularly, while in other schools, some literacy activities were discontinued due to limited funding from government sources. Data in this study also revealed that in certain schools, activities such as literacy festivals or reading competitions were discontinued due to limited funding or shifting administrative priorities. Inconsistent leadership support and varying levels of teacher engagement further weakened the program's sustainability.

Geographical barriers also influenced the effectiveness of GLS in the Bangka Belitung Islands. Schools on smaller or more remote islands reported difficulties in accessing diverse reading materials, uneven distribution of resources, and limited infrastructure such as internet connectivity. These constraints made it harder to implement digital literacy initiatives or sustain partnerships with external literacy stakeholders. Finally, the need for stronger teacher capacity emerged as another limitation. Teachers emphasized that professional development in literacy-based pedagogy was limited, resulting in activities that often remained surface-level rather than integrated into daily learning. Teacher professional development opportunities were also uneven, with schools in isolated districts like Puding Besar reporting struggles to maintain teachers' literacy competence. In some cases, even basic facilities, such as functioning sound systems for literacy events, were inadequate, as reported in SMAN 1 Pangkalpinang.

The findings of this study reveal a dynamic picture of the implementation of the School Literacy Movement (GLS) in senior high schools across the Bangka Belitung Islands. On one hand, schools demonstrate creative and contextually relevant literacy practices, such as collaborating with local libraries, organizing literacy festivals, and setting clear reading and writing targets. These practices indicate that GLS is not only a classroom-based program but also a community-driven initiative that seeks to involve multiple stakeholders in fostering a culture of reading and writing. However, despite these promising practices, several contextual challenges hinder the sustainability and effectiveness of GLS. The most prominent challenge is the difficulty in cultivating reading motivation among students. As reported consistently across schools, the pervasive use of gadgets and social media tends to divert students' attention from reading activities, reducing their interest in books. This finding resonates with prior studies emphasizing that digital distractions remain one of the most pressing issues in literacy promotion in Indonesia (Retnaningdyah et al., 2016). While GLS encourages students to read daily, it has yet to fully address the socio-cultural shift in youth habits shaped by digital media consumption.

2. Roles of School Principals, Teachers, and Students

The study emphasized that the effectiveness of GLS implementation depended significantly on the leadership and collaboration of school stakeholders, such as school principals, teachers and students. The findings highlighted the distinct but interconnected roles of principals, teachers, and students in supporting GLS. First, the role of principals proved central in shaping the implementation and sustainability of GLS. As the main policy drivers, principals embedded literacy into the school's vision and annual programs, ensuring that GLS was integrated into the broader educational mission rather than treated as a stand-alone activity. In several schools, such as SMAN 1 Pangkalpinang and SMAN 1 Tanjung Pandan, principals allocated portions of the BOS (School Operational Assistance) funds to purchase new reading materials, improve library facilities, or host literacy festivals. They also appointed teacher coordinators to monitor and evaluate literacy practices. On the contrary, the implementation of GLS at SMAN 1 Koba could be considered unsuccessful because the principal's role as a driving force was not effective. This concludes that the role of principals is crucial in maintaining the implementation of GLS at school.

Furthermore, teachers played a dual role as facilitators and role models within the GLS framework. As facilitators, they guided students in reading activities, encouraged them to summarize or review books, and integrated literacy into classroom assignments across different subjects. For instance, science teachers at SMAN 1 Muntok encouraged students to read and report on science-related articles, while Indonesian language teachers emphasized essay and short story writing. Beyond facilitation, teachers modeled literacy practices by sharing their own reading experiences or participating in writing projects such as the Gerakan Sekolah Menulis Buku. In schools like SMAN 2 Puding Besar, however, teachers acknowledged that their own literacy habits and skills needed improvement, underscoring the importance of teacher capacity building for sustained GLS success.

Students, meanwhile, participated actively in literacy programs though their roles were often limited to engagement rather than leadership. Many took part in literacy festivals, competitions, and classroom reading sessions, which provided structured opportunities to practice reading and writing skills. At SMAN 1 Muntok, student literacy clubs managed small-scale initiatives such as peer-reading groups and classroom reading corners, while at SMAN 1 Tanjung Pandan, students organized book drives and mentoring activities for younger peers. These examples show that when students are given agency, they can contribute meaningfully to literacy culture. Nevertheless, many schools still framed students primarily as participants rather than leaders, leaving a gap in opportunities for student-driven projects that could further strengthen the impact of GLS.

3. Strategies for Revitalizing GLS to Strengthen Literacy Culture

Based on the thematic analysis of interviews, classroom observations, and school documents, six interrelated strategies emerged as key pathways for revitalizing the Gerakan Literasi Sekolah (GLS) in senior high schools across the Bangka Belitung Islands. These strategies reflect the contextual challenges and opportunities identified in the field and are summarized in Table 1 below.

Table 1. Strategies for Revitalizing GLS in Bangka Belitung Islands

Strategy	Description	Empirical Basis (from Data)	Expected Impact / Implication
Strengthening School–Community Partnerships	Schools are encouraged to collaborate with local governments, libraries, NGOs, and cultural centers to expand literacy resources. In remote island areas, mobile libraries and community reading programs can address accessibility issues.	Principals and teachers emphasized that limited library facilities hinder literacy practices. Some schools already collaborate with village libraries and community reading groups, which improved student participation.	Enhances resource accessibility and reinforces literacy as a shared community responsibility.
Integrating Local Wisdom and Contextual Materials	Literacy activities should draw upon Bangka Belitung’s cultural and maritime heritage through the use of local stories, folklore, and environmental themes to promote engagement and cultural relevance.	Teachers reported that students were more engaged when reading local stories or environmental topics. Observations revealed minimal use of local or contextual reading materials.	Promotes culturally responsive pedagogy and strengthens students’ local identity and ownership of learning.
Enhancing Teachers’ Literacy Competence	Professional development should focus not only on literacy pedagogy but also on cultivating teachers’ personal reading and writing habits. Teachers who model literacy behavior more effectively inspire students.	Interviews revealed that many teachers implemented GLS only as a formality. Schools with active teacher reading clubs demonstrated stronger classroom literacy practices.	Builds teacher agency and sustains GLS through intrinsic motivation rather than administrative compliance.
Optimizing Digital Literacy Platforms	Schools can integrate traditional reading culture with digital literacy by using e-libraries, online reading platforms, and digital book reviews. Training students to critically evaluate online sources is also essential.	Observations indicated increasing digital awareness post-pandemic, but limited integration into literacy activities.	Fosters critical and information literacy while balancing traditional and digital reading habits.
Student Empowerment and Peer-Led Activities	Student-led literacy clubs, debates, and school magazines can enhance ownership and motivation. Peer influence can be institutionalized through literacy ambassadors or student mentors.	Students expressed enthusiasm for self-initiated reading clubs but noted a lack of formal school support.	Encourages bottom-up literacy culture and promotes peer-driven sustainability.

Strategy	Description	Empirical Basis (from Data)	Expected Impact / Implication
Policy and Leadership Support	School leaders and policymakers should institutionalize literacy indicators within planning, budgeting, and evaluation systems to ensure GLS sustainability.	Document analysis showed that many schools mentioned GLS in annual plans but without specific funding or measurable outcomes.	Institutionalizes literacy efforts and ensures program continuity through strategic leadership and accountability.

As shown in Table 3, revitalizing GLS in Bangka Belitung requires a multi-level and context-sensitive approach that integrates school leadership, community collaboration, and culturally responsive literacy practices. The thematic analysis revealed that schools with strong school-community partnerships and local content integration demonstrated more sustainable literacy engagement. Teachers' literacy competence also emerged as a critical factor influencing program quality, those who modeled active reading habits fostered higher student participation. Furthermore, the findings highlight the increasing significance of digital literacy in the post-pandemic context. Schools that adopted blended literacy approaches – combining print and digital resources – showed more innovative and inclusive practices. Equally important is student agency, as peer-led literacy initiatives often served as catalysts for sustained enthusiasm and participation. Finally, the success of GLS revitalization depends on policy and leadership alignment, ensuring that literacy is not merely a ceremonial routine but an integral component of school development planning. Overall, these strategies underscore the need for localized, participatory, and adaptive models of literacy development that reflect the geographic and cultural realities of archipelagic regions like Bangka Belitung. By linking empirical findings to literacy theory and grounded practice, this study contributes to the broader discourse on sustainable literacy culture in post-pandemic educational contexts.

Taken together, it is illustrated that while GLS has successfully generated innovative literacy practices in Bangka Belitung, its long-term success depends on addressing the persistent challenges of motivation, consistency, time allocation, and resources. The strengths identified in this study demonstrate that schools are capable of contextual innovation, but these efforts must be reinforced with stronger policy support, sufficient funding, and a more comprehensive integration of digital literacy to align with students' realities. Revitalizing GLS in the post-pandemic era thus requires a balance between sustaining creative practices and systematically addressing structural and contextual barriers.

Discussion

The findings of this study highlight both the progress and persistent challenges in the implementation of the School Literacy Movement (GLS) in senior high schools of Bangka Belitung Islands. These findings align with previous research on GLS in Indonesia, which suggest that, although the policy framework offers clear guidance, school-level implementation often encounters limitations due to contextual and systemic challenges (Supadi & Santoso, 2021; Zubaidah & Zuriah, 2018). The routine practices, such as the 15-minute reading program, reading corners, and literacy festivals, indicated schools' commitment to embedding literacy into the educational experience. However, the effectiveness of such initiatives was limited when they were not accompanied by deeper integration of literacy into subject learning. As argued by UNESCO (2021), literacy must be embedded across the curriculum to build students' lifelong learning capacity rather than being treated as a stand-alone activity.

A key challenge identified in this study was cultivating students' motivation to read, which was often weakened by the pervasive use of gadgets and social media. This finding is consistent with Ito et al. (2020), who argue that digital distractions significantly reduce adolescents' sustained engagement with reading. In the Bangka Belitung context, these motivational issues are further compounded by archipelagic geography, which creates disparities in access to books and digital resources. Most schools in this study relied primarily on print-based materials, underscoring the need to adapt GLS to post-pandemic realities where digital literacy is increasingly essential (Walton, 2020). Previous research

indicates that geographic constraints in rural and remote areas require innovative literacy solutions, such as mobile library services and community-driven reading programs, to bridge access gaps and cultivate literacy culture (Rubiyad & Fajriyah, 2025; Valentino, 2025). Taken together, these findings point to the importance of developing a context-sensitive literacy model that reflects local conditions rather than relying solely on uniform national standards.

The issue of consistency and school-wide commitment also emerged as a barrier to effective GLS implementation. Some schools demonstrated strong integration of literacy into daily routines, while others struggled due to limited funding or lack of administrative follow-through. Previous studies emphasize that sustainable literacy programs depend on leadership that ensures continuity and resource allocation (Day et al., 2016; Fullan, 2014). The role of principals in this context is therefore critical. As literacy coordinators, principals set the vision, mobilize resources, and create a culture where literacy is prioritized (Leithwood et al., 2020). Without such leadership, literacy initiatives risk becoming fragmented or symbolic rather than transformative.

Meanwhile, teachers are central to the success of GLS. This study found that while teachers acted as facilitators and role models, many lacked sufficient training in literacy-based pedagogy. Research has shown that teacher professional development is key to moving literacy practices beyond routine activities into more student-centered approaches (Darling-Hammond et al., 2017; Fisher et al., 2016). Similarly, student involvement in GLS was often limited to participation rather than active leadership. Yet, studies suggest that when students are empowered as agents of literacy—through projects like book clubs, peer mentoring, and student-led campaigns; they develop stronger ownership of their learning (Guthrie, 2014; Larson & Marsh, 2013). Finally, the geographical context of Bangka Belitung poses unique challenges. As an archipelagic province, schools often face difficulties with resource distribution, infrastructure, and access to professional training. Similar issues have been reported in other island and rural contexts, where geographical barriers exacerbate educational inequality (Azizah, 2019; Hidayah, 2021).

Addressing these challenges, this study indicates that revitalization of GLS must involve not only top-down support from principals and teachers but also bottom-up engagement driven by students. Strengthening collaboration between schools, families, and communities has been shown to extend literacy beyond classrooms and promote a culture of reading in everyday life (Epstein, 2018; Hornby & Blackwell, 2018), where literacy is not confined to classrooms but emerges from interaction with broader social environments. The integration of local wisdom and cultural identity into literacy practices supports the notion that literacy must be meaningful and relevant to students' experiences. Studies have shown that using local stories and cultural texts enhances motivation and strengthens cultural pride (Eliyanti et al., 2024; Handayani & Adi, 2025). Meanwhile, the post-pandemic emphasis on digital literacy indicates that GLS must expand beyond print-based reading to include critical engagement with online information. This resonates with UNESCO's (2021) call for digital literacy as a core component of 21st-century education. For Bangka Belitung, this means balancing efforts to sustain traditional reading culture with strategies that equip students to navigate digital ecosystems responsibly. Finally, the importance of policy and leadership support reflects systemic challenges in Indonesian education. Without institutional backing, literacy programs risk being fragmented and unsustainable. By embedding literacy indicators into school evaluation systems, principals and policymakers can ensure GLS becomes an integral part of school culture rather than an occasional campaign.

To conclude, the discussion underscores the need to view GLS not merely as a set of school-based routines but as a comprehensive movement that integrates digital resources, builds teacher capacity, empowers students, and adapts to geographical and socio-cultural realities. Doing so would ensure that GLS in the Bangka Belitung Islands moves from symbolic compliance toward fostering a sustainable literacy culture.

Conclusion

This study examined the implementation of the School Literacy Movement (GLS) in senior high schools across Bangka Belitung Islands, highlighting current practices, contextual challenges, and opportunities for revitalization. While GLS has been widely adopted, its activities often remain confined to routine practices such as the 15-minute reading initiative, with minimal integration into subject learning or the broader school culture. Key challenges include restricted literacy resource, uneven stakeholder engagement, and the geographic barriers characteristic of island-based schools.

Nonetheless, several schools demonstrated promising practices, such as strong leadership commitment, community involvement, and innovative literacy activities, that can inform efforts to strengthen GLS implementation.

The findings also underscore the central role of principals, teachers, and students in sustaining literacy culture. Principals can facilitate progress through strategic planning and resource support, while teachers benefit from targeted professional development to integrate literacy into daily instructions. Students, meanwhile, can act as co-creators of literacy activities through peer-led initiatives and collaborative projects. These recommendations represent implications derived from the data rather than direct empirical findings, underscoring the need for more context-responsive and participatory literacy practices that align with local cultures and digital literacy demands.

This research has several limitations. The study involved only eight schools within a single province, which limits the generalizability of the findings to other regions. Moreover, the cross-sectional design provides only a snapshot of GLS implementation and does not capture longitudinal changes or long-term impacts of literacy revitalization efforts. Future studies could adopt a longitudinal or mixed-methods design involving a broader sample across different provinces to examine how literacy initiatives evolve over time. Despite these limitations, the study makes an important contribution to literacy theory and practice. By applying the Four Resources Model to analyze literacy practices in an archipelagic context, it extends the model's application beyond urban and policy-centered studies, showing how geographic and socio-cultural factors mediate students' engagement as code breakers, meaning makers, text users, and text analysts. Practically, the study provides new insights into how GLS can be adapted to island regions like Bangka Belitung, where collaboration, local cultural integration, and resource innovation are key to sustaining literacy culture.

In sum, revitalizing GLS requires a collaborative and adaptive approach that unites school leadership, teacher capacity building, student agency, and supportive policies. While this study provides context-specific insights rather than universal conclusions, it contributes to the ongoing discourse on how literacy education can be made more equitable, culturally grounded, and geographically responsive in Indonesia's diverse educational landscape.

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