

EVALUATING THE SCHOOL LITERACY MOVEMENT PROGRAM USING THE CIPP MODEL AT AL IZZAH INTEGRATED ISLAMIC ELEMENTARY SCHOOL IN MAKASSAR

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ABSTRACT

The low literacy skills of Indonesian students present a national education challenge, which the government has responded to through the School Literacy Movement (GLS). This study aims to evaluate the effectiveness of the GLS implementation at Al Izzah Integrated Islamic Elementary School in Makassar using the CIPP evaluation model (Context, Input, Process, Product). The research employs a qualitative case study method with data collection through observation, in-depth interviews, and documentation. The findings of the study are as follows: (1) Context: The program is highly relevant to the needs of students and the school's vision; (2) Input: The readiness of resources is adequate, supported by innovative literacy facilities and integrated funding; (3) Process: The implementation is consistent with a 15-minute daily reading routine, although challenges such as the dominance of gadgets among students remain; (4) Product: The program effectively increases reading interest, fosters independent reading habits, and supports academic achievement. In conclusion, the GLS at Al Izzah Integrated Islamic Elementary School has been effective in creating a conducive literacy ecosystem. It is recommended to update the book collection and strengthen teacher mentoring to address student boredom.

Keywords: CIPP Evaluation; School Literacy Movement; Reading Culture; Elementary Education.

INTRODUCTION

Literacy skills, particularly the ability to read analytically, critically, and reflectively, are fundamental skills in the 21st century. However, data shows a significant gap between the demands of the times and literacy quality in Indonesia. Based on UNDP data and the results of the 2018 Program for International Student Assessment (PISA), Indonesian students' reading ability is still below the international average (Hewi & Shaleh, 2020). This condition indicates that efforts to improve human resource quality cannot solely focus on the technical skill of reading but must also address the interests and sustainable reading culture (Kemendikbudristek, 2024; Nur et al., 2025).

In response to this situation, the Indonesian government, through the Ministry of Education and Culture, issued Regulation of the Minister of Education and Culture No. 23 of 2015 on the Cultivation of Character Education. This policy gave birth to the School Literacy Movement (GLS), which mandates non-curricular reading activities for 15 minutes before lessons begin (Kemendikbud, 2015). The goal is not only to engage in reading activities but also to build a school literacy ecosystem that involves active participation from students, teachers, parents, and the community to create lifelong learners (Jannah et al., 2022).

Although this policy has been implemented nationally, its success at the school level varies significantly and requires in-depth evaluation. One school that has intensively implemented this program is the Al Izzah Integrated Islamic Elementary School (SDIT) in Makassar. As one of the leading schools, SDIT Al Izzah has adequate literacy infrastructure, such as a library and the innovative "jukung buku" facility. This school has even established a reading routine for its students since its early days, long before the GLS term was officially introduced by the government.

Furthermore, the urgency of this evaluation is based on the nature of the School Literacy Movement, which goes beyond just technical reading and writing activities. This program requires deep understanding, critical analysis skills, and creative expression from students. The success of GLS greatly depends on the development of a literacy ecosystem that involves strong collaboration between educational institutions, parents, and the community. Therefore, the mere availability of facilities at SDIT Al Izzah does not necessarily guarantee the creation of an ideal literacy culture if the interactions among the components of this ecosystem do not operate synergistically.

However, the presence of facilities and the routine implementation of the program do not guarantee the effectiveness of achieving its goals. To date, there has been no comprehensive evaluation measuring whether the implementation of GLS at SDIT Al Izzah truly impacts the improvement of students' reading interest and character, or if it is merely a formal routine. An evaluation is needed to make strategic decisions: whether this program should be continued, revised, or stopped (Zulkarnain et al., 2025).

To obtain a comprehensive evaluation, this study uses the CIPP evaluation model (Context, Input, Process, Product) developed by Stufflebeam. This model is chosen for its ability to diagnose a program systematically, from the relevance of its goals (Context), resource readiness (Input), implementation compliance (Process), to the achievement of results (Product) (Kurniawati, 2021). Several previous studies have used the CIPP model in education, such as evaluating Full Day School (Fajriyyah, 2018) and the implementation of the 2013 Curriculum (Azhar, 2020). However, research specifically evaluating the School Literacy Movement in Islamic-based elementary schools using the CIPP model is still limited. A study by Wulandari (2017) examined the GLS implementation but used a qualitative descriptive approach without a structured evaluation model.

Therefore, this study aims to fill this gap by evaluating the implementation of the School Literacy Movement at SDIT Al Izzah in Makassar using the CIPP model. The results of this study are expected to provide data-driven recommendations for school policymakers to optimize a more effective literacy ecosystem.

RESEARCH METHODS

This study employs an evaluative case study design with a qualitative approach to deeply investigate the effectiveness of the School Literacy Movement (GLS) program implementation. The research was conducted at Al Izzah Integrated Islamic Elementary School (SDIT) in Makassar, South Sulawesi. The selection of this location was purposively based on the school's characteristics, which include complete literacy facilities and a long-standing habit of independent reading prior to the national policy. The research was carried out over a three-month period to obtain comprehensive data regarding the phenomenon under study in a real-life context (Fentiaka, 2022).

The research subjects were selected using purposive sampling technique, involving those who understand and are directly involved in the program, including the School Principal, Vice Principal for Student Affairs and Curriculum, Head of the Library, Librarian, and Classroom Teachers (especially those for grades 1-3) (Sugiyono, 2023). The evaluation framework used refers to the CIPP model (Context, Input, Process, Product) developed by Stufflebeam. The research instruments were designed to assess these four dimensions: context evaluation to examine the relevance of the school's vision and environment, input evaluation to assess the readiness of human resources and facilities, process evaluation to monitor the implementation of the 15-minute reading activity, and product evaluation to measure the impact of the program on students' reading interest.

Data collection was conducted using three main techniques: participatory observation of literacy activities at the school, in-depth interviews with the research subjects, and document studies of archives and other supporting data. The collected data were then analyzed using the interactive model of Miles and Huberman, which includes the stages of data condensation, data display, and conclusion drawing. To ensure the validity of the data, this study applied source triangulation by comparing and verifying information obtained from different informants and by comparing the results of the interviews with the facts found during field observations (Haryoko, 2020).

RESULTS AND DISCUSSION

Based on the analysis using the CIPP model (Context, Input, Process, Product), the evaluation of the implementation of the School Literacy Movement (GLS) program at Al Izzah Integrated Islamic Elementary School in Makassar reveals a comprehensive dynamic. The following description presents the research findings, integrated with an in-depth discussion of each evaluation component.

Context Evaluation: Legal Foundation and Relevance of Needs

The context evaluation aims to map the readiness of the environment, needs, and objectives of the program. Based on the research findings, the School Literacy Movement (GLS) at Al Izzah Integrated Islamic Elementary School in Makassar has a strong foundation, both legally and philosophically. Legally, this program is a direct implementation of Ministerial Regulation No. 23 of 2015 on the Cultivation of Character Education, which mandates a 15-minute reading activity before learning begins. Compliance with this regulation is reinforced by the school's internal philosophical foundation, where the literacy program is integrated with the vision of "Excellence" and Islamic values, referring to the command of Iqra' (Surah Al-'Alaq, verses 1-5). The convergence of national policy and religious values emphasizes that the literacy program at this school is not merely a formality but an integral part of the school's identity. This aligns with Stufflebeam's view that context evaluation must define the environment and objectives that are relevant to the institution's needs (Fadillah et al., 2025).

From the background and objective aspects, this program is designed as a strategic response to the low national literacy levels (as reflected in PISA scores) and the demands for 21st-century skills. The analysis results show that the objectives of GLS at SDIT Al Izzah are transformative; they aim not only to target technical reading skills but also to include comprehension, writing, speaking, and critical thinking skills. This transformation is aimed at developing the character of lifelong learners. These findings support the theory of Rusminati et al. (2018) which states that GLS aims to instill strong character values through comprehensive literacy practices, as well as Ekowati's (2019) view that literacy should foster a knowledgeable society. Thus, this program is considered highly relevant because it directly addresses students' needs for literacy and numeracy competencies, which are key indicators in the Education Report Card.

Furthermore, the success of this program's context is supported by an effective collaboration ecosystem. The research found a strong synergy between internal stakeholders (Principal, management, teachers, librarians) and external stakeholders (parents, School Committee, Regional Library Office). Parental involvement in monitoring reading activities at home and collaboration with regional libraries to expand access to reading materials were key factors. This participatory collaboration model aligns with Hamid's (2016) view, which defines GLS as a collective effort of the school community and society. This multi-party support creates a conducive environment, ensuring that the literacy program is not implemented in isolation but becomes a sustainable cultural movement.

Input Evaluation: Resource Readiness and Program Strategy

Input evaluation assesses the system capabilities and strategies prepared to achieve the program's objectives. The research findings indicate that the planning of the GLS program at SDIT Al Izzah was conducted systematically and participatively. The planning process began with a Working Meeting (Raker) involving all stakeholders, including school management, teachers, the school committee, and the Regional Library Office. This forum resulted in a comprehensive program design, which includes daily activities (15 minutes of reading), weekly activities (One Book One Week, mandatory library visits), as well as the provision of literacy facilities in each classroom (reading corners). This collaborative planning model aligns with the GLS implementation principle, which emphasizes the importance of considering physical capacity readiness and the support of school community members (Jarrah & Marjani, 2019; Wandasari, 2017).

A key aspect of the input evaluation at this school is the innovation in the provision of facilities and infrastructure. Despite facing the limitation of library space (20x15 meters) that is not proportional to the number of students, the school developed creative non-conventional literacy facilities. The presence of "Jukung Baca" (Reading Boat), "Payung Baca" (Reading Umbrella), "Gerobak Baca" (Reading Cart), and "Gazebo Literasi" (Literacy Gazebo) has proven effective in expanding student access to reading materials outside the classroom. This strategy of diversifying facilities not only addresses spatial limitations but also supports the school's library goal of fostering reading interest as an enjoyable habit (Saleh, 2020). Additionally, to overcome the limited variety of books, the school implements a resource-sharing strategy, where students are allowed to bring and exchange personal books and involve parents in donating books.

Human Resource (HR) readiness also plays a key role. The program management is carried out with a clear hierarchical structure, where the Vice Principal for Curriculum serves as the primary supervisor. Teachers in grades 1-3 play a strategic role as "drivers," not only supervising but also serving as role models through activities such as reading books aloud (read aloud) and retelling the contents of the books. Teachers' literacy competencies are continuously enhanced through internal training (in-house training) every Saturday and dissemination of external training results through a tiered peer teaching system. Meanwhile, librarians are fully supported to attend external professional training to improve service quality. This HR development model is in line with Beers' principle in Harahap (2017) which states that literacy must become a daily habit supported by competent teachers who understand the developmental stages of students.

From a financial perspective, the sustainability of the program is ensured through an integrated funding structure. Funding sources do not solely rely on school funds but are also supported by a special allocation for Class Reserve Funds (approximately IDR 400,000/year), which gives class coordinators autonomy to enrich reading corners. In addition, School Operational Assistance (BOS) funds are strategically allocated for the procurement of teacher reference books, and financial support from the School Committee demonstrates strong public participation. The integration of these funding sources (school, government, and community) proves that the GLS program at SDIT Al Izzah has a solid financial foundation to ensure its continuity.

Process Evaluation: Implementation, Adaptability, and Challenges

The process evaluation aims to monitor the consistency of program implementation with the initial plan, identify barriers, and assess the effectiveness of the strategies applied. The research findings indicate that the implementation of the School Literacy Movement (GLS) at SDIT Al Izzah has generally been on track with the habituation stages, despite facing field dynamics from the perspective of time compliance and mechanisms, the core activity of reading for 15 minutes before lessons (silent reading) has become internalized as a school culture. This practice has actually been in place since 2006 but was only formalized following Ministerial Regulation No. 23 of 2015. The continuity of this practice demonstrates the school's commitment to making literacy a daily habit, as emphasized by Beers (2009) (Rusminati & Rosidah, 2018). The implementation mechanisms in the classroom show adaptive flexibility. Teachers of lower grades (1-2) apply variations of methods such as read aloud and provide intensive support for students who are not yet fluent readers. This approach aligns with the principle of Developmentally Appropriate Practice, where literacy strategies are adapted to students' cognitive development stages.

In terms of scope and types of services, the literacy program at this school is not limited to receptive activities (reading/listening) but extends to productive skills (storytelling/writing). Findings in grade 3 show the presence of small group discussions (peer discussion) for retelling book contents.

This activity supports the principle of "Nurturing Oral Culture," which serves as a foundation for the development of critical thinking (Putri et al., 2025). In addition, the variation in reading locations, from classrooms to the "Jukung Baca" or "Gazebo Literasi" and incidental activities with the Mobile Library (Perpustakaan Keliling), has proven effective in overcoming student fatigue and creating an enjoyable literacy environment.

However, the process evaluation also identified significant barriers. The primary challenge found was the competition for attention between physical books and gadgets. Students tend to perceive textbooks as monotonous compared to the interactive audio-visual content. Additionally, the consistency of the 15-minute reading schedule is sometimes disrupted by incidental school events, such as extended morning assembly times. This indicates a tension between the academic curriculum targets and literacy habituation. Another challenge is the heterogeneity of students' reading abilities; students who are not yet fluent readers tend to feel embarrassed and passive. These findings affirm Stufflebeam's view of the process evaluation's role in detecting procedural flaws so they can be promptly corrected (Nasution et al., 2025).

To maintain the quality of implementation, monitoring and documentation mechanisms are carried out systematically. Daily implementation is recorded in the Teacher's Teaching Journal, which serves as an administrative control tool. In grade 3, this journal even includes summaries of students' readings. At the managerial level, monitoring is conducted through weekly assessments by the Principal and performance evaluations every semester using the APK (Performance Appraisal Analysis) instrument. This tiered monitoring system ensures the program's accountability is maintained, and feedback for improvements can be promptly acted upon.

Product Evaluation: Multidimensional Impact and Sustainability

Product evaluation serves as the culmination of the entire evaluation process, aiming to measure the achievement of objectives, the program's impact, and determine decisions regarding sustainability. The research findings indicate that the School Literacy Movement (GLS) at SDIT Al Izzah has had a significant impact, both affectively (attitudes) and cognitively (academically).

First, regarding changes in behavior and reading culture, the most prominent success indicator is the formation of a literacy culture among students. Observation and interview data confirm an increase in student enthusiasm for visiting the library, especially during break times. Even in grade 2, students have initiated independent reading (self-initiated reading) without requiring teacher instructions. This behavioral change signals the internalization of literacy values, where reading has shifted from merely a school obligation to a recreational need. This aligns with Widoyoko's (2015) view that the effectiveness of a learning program is evident from positive changes in student behavior.

Second, the impact on academic performance. The literacy program has been positively correlated with improved student learning outcomes. Good literacy skills help students understand exam questions that require high-level reasoning (Higher Order Thinking Skills), particularly in the Computer-Based National Assessment (ANBK), which emphasizes literacy and numeracy competencies. This achievement also supports the school's Graduate Competency Standards (SKL). These findings reinforce the role of literacy as an enabler or lever for academic achievement across subjects.

Third, the institutional benefits. For the school, the success of this program serves as a quality assurance brand that increases public (parental) trust. The achievement of literacy indicators in the Education Report Card serves as proof of the school's accountability to national standards. This benefit is multidimensional: students gain life skills, parents are assisted in reducing their children's dependency on gadgets, and the school achieves its vision of "Excellence".

Fourth, reporting and follow-up mechanisms. Product evaluation at this school does not stop at measuring results alone. The program's implementation report (including the daily reading journal) is systematically analyzed in the Annual Working Meeting (Raker) (Muallim & Abdi, 2025). The analysis results are used as an evidence-based data source for managerial decision-making: whether the program should continue, be revised, or developed further. This cycle of evaluation-reflection-follow-up is consistent with Sudjana's (2017), principle of product evaluation, which serves as a decision-making tool for the continuous improvement of the program. Based on the current achievements, the school's strategic decision is to continue the program, with enhancements in reading material variety and differentiation strategies for lower-grade students.

Overall, the evaluation using the CIPP model shows that the School Literacy Movement at SDIT Al Izzah has been effective, although it requires optimization in certain specific aspects. To provide a

more comprehensive overview of the achievement of each evaluation indicator, a summary of the research findings is presented in Table 1 below:

Table 1. Summary of GLS Program Evaluation Results Using the CIPP Model

Aspect	Focus Indicator	Key Findings	Evaluation Status
Context	Legal Foundation	Program is based on Ministerial Regulation No. 23/2015	Highly Relevant
	Vision Alignment	In line with the school's vision to create a knowledgeable generation	
	Need Analysis	Addresses the need to strengthen students' character	
Input	Facilities	Facilities are highly adequate (Library, Jukung Baca, Reading Corners)	Ready and Adequate
	Human Resources (Teachers/Librarians)	Competent librarians and active teachers as literacy role models	
	Budget	Budget supports the procurement of book collections	
Process	15-Minute Reading	The 15-minute reading activity is regularly and structurally implemented	Well Implemented
	Monitoring	Supervision is conducted in stages (Classroom Teachers & Principal)	
	Challenges	Student focus challenges can be addressed with guidance	
Product	Reading Interest	The formation of a reading culture and habits among students	Effective
	Academic Achievement	Improvement in literacy and numeracy assessment results (SKL)	
	Character Impact	Evaluation results are used as the basis for improvements (Annual Working Meeting)	

Based on Table 1 above, it can be understood that the program's main strengths lie in the relevance of the context and the innovative support inputs. Although there are challenges in the implementation process, the impact (product) generated has proven to be positive in shaping the school's literacy culture.

CONCLUSIONS

Based on a comprehensive evaluation using the CIPP model (Context, Input, Process, Product), it can be concluded that the implementation of the School Literacy Movement (GLS) at SDIT Al Izzah in Makassar is effective and has successfully gone beyond being merely a formal routine. In terms of context, the program is highly relevant due to the strong synergy between national regulations (Ministerial Regulation No. 23/2015) and the school's vision, which integrates Islamic values. From the input perspective, the program's main strength lies in the school's creativity in overcoming library space limitations through innovative non-conventional facilities (such as Jukung Baca and Gazebo Literasi) and integrated funding support. The process evaluation shows that the 15-minute reading activity has been internalized as a school culture with a structured monitoring mechanism, although challenges remain, such as students' competition for attention between gadgets and school schedule dynamics. Despite these challenges, the product evaluation demonstrates that the program has had a significant positive impact, both in fostering an independent reading habit and improving students' academic performance in literacy and numeracy. Therefore, this program is worthy of continuation and dissemination, with recommendations for improvements in enriching the digital book collection and strengthening differentiation strategies for lower-grade students' reading materials to sustain students' reading interest.

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