



Improving School Literacy through Classroom Management: An Evaluation Using the CIPP Model at SD Negeri Tingkir Lor 02 Salatiga)

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ABSTRACT

This research aims to evaluate the effectiveness of the School Literacy Program based on classroom management at SD Negeri Tingkir Lor 02 Salatiga. Through analysis of the context, input, process and product of the program, this research is expected to provide a comprehensive understanding of implementation. The innovation of this research lies in the systematic application of the CIPP evaluation model, with an emphasis on the role of classroom management in supporting increased student literacy. This research uses descriptive qualitative methods to obtain an in-depth understanding of the evaluation of classroom management-based school literacy programs. Data was collected through observation, interviews and document study. The classroom management-based literacy program at SD Negeri Tingkir Lor 02 has shown good result in improving students' reading skills and building a literacy culture. With improvements in certain aspects, such as the availability of reading materials, this program could become a successful model to be adopted in other schools. Although the results achieved are adequate, there is still room for further development, especially in optimizing the use of literacy facilities. Overall, the classroom management-based literacy program at SD Negeri Tingkir Lor 02 Salatiga has shown positive results.

Keywords: School Literacy Program, Classroom Management, CIPP Evaluation

ABSTRAK

Permasalahan rendahnya minat baca dan kemampuan literasi dasar siswa sekolah dasar masih menjadi tantangan signifikan dalam dunia pendidikan Indonesia. Salah satu pendekatan yang mulai diterapkan adalah penguatan program literasi berbasis manajemen kelas. Penelitian ini bertujuan untuk mengevaluasi efektivitas Program Literasi Sekolah yang berbasis manajemen kelas di SD Negeri Tingkir Lor 02 Salatiga. Melalui analisis terhadap konteks, input, proses, dan produk program, penelitian ini diharapkan dapat memberikan pemahaman komprehensif mengenai implementasi. Inovasi penelitian ini terletak pada penerapan model evaluasi CIPP secara sistematis, dengan penekanan pada peran manajemen kelas dalam mendukung peningkatan literasi siswa. Penelitian ini menggunakan metode kualitatif deskriptif untuk memperoleh pemahaman mendalam tentang evaluasi program literasi sekolah berbasis manajemen kelas. Data dikumpulkan melalui observasi, wawancara, dan studi dokumen. Program literasi berbasis manajemen kelas di SD Negeri Tingkir Lor 02 Salatiga telah menunjukkan hasil yang baik dalam meningkatkan keterampilan membaca siswa dan membangun budaya literasi. Dengan perbaikan pada aspek tertentu, seperti kesediaan bahan

bacaan, program ini dapat menjadi model yang sukses untuk diadopsi di sekolah lain. Meskipun hasil yang dicapai sudah memadai, masih terdapat ruang pengembangan lebih lanjut, khususnya dalam optimalisasi pemanfaatan fasilitas literasi. Secara keseluruhan, program literasi berbasis manajemen kelas di SD Negeri Tingkir Lor 02 Salatiga telah menunjukkan hasil yang positif. Berdasarkan temuan tersebut, direkomendasikan agar pihak sekolah dan pemangku kepentingan terus memperkuat dukungan sarana literasi, mengembangkan pelatihan guru dalam pengelolaan kelas literatif, serta menjadikan program ini sebagai model yang dapat direplikasi di sekolah lain.

Kata Kunci: Program Literasi Sekolah, Manajemen Kelas, Evaluasi CIPP

INTRODUCTION

Literacy is a basic skill that must be mastered by students at the basic education level, including the ability to read, write, think critically, understand and analyze information (Ardhian, Ummah, Anafiah, & Rachmadtullah, 2020; Bélisle, 2018; D & Qur'ani, 2019; Glynn & Muth, 1994; Nur Fitria, 2023; Prihartini, Intiana, & 2023; Sutiani, Situmorang, & Silalahi, 2021,). This is because literacy has an important role in life (Lestari, 2024) Even though it is one of the educational priorities in Indonesia, the literacy level of Indonesian students is still in a worrying position in international surveys. Based on the 2018 PISA Program for International Student Assessment report, Indonesia is ranked 72nd out of 79 countries for student reading ability (Saputra & Rahman, 2023). This reflects the gap between the literacy policies implemented and the results achieved.

One of the government's efforts to improve literacy skills is through the School Literacy Movement (GLS) Program. This program aims to cultivate reading and writing habits through integrated activities in the learning process (Nurhayati & , Langlang Handayani, 2020). However, even though this program has been running since 2016, the effectiveness of its implementation in various schools, including at the elementary school level, still requires evaluation to identify barriers and potential for development.

Several studies have explored the relationship between literacy and classroom management effectiveness. (Kristen et al., 2024) emphasize that good classroom management creates a conducive environment that supports students being active in literacy activities. Effective classroom routines, structured seating arrangements, and positive discipline strategies help students stay focused and engaged in literacy tasks. (S. E. Putri, 2020) shows that student involvement in literacy activities is greatly influenced by time management, teacher-student interaction, and use of resources in the classroom. This implies that when teachers manage their classrooms well – by allocating time wisely, fostering positive communication, and utilizing literacy materials effectively – students tend to participate more enthusiastically in reading and writing activities.

However, many previous studies focused more on literacy implementation strategies without systematically evaluating their impact, especially in the context of classroom management. Apart from that, there has not been much research applying comprehensive evaluation models such as CIPP (Context, Input, Process Product) to assess the success of literacy programs in elementary schools (Isnaeni, Apriliani, & Habibi, 2024; Rama et al., 2023; Robiah, Hendarman, & Hidayat, 2023; Santosa, 2025; Sholikhah, Rachman, & Tjahjaningrum, 2023).

There is a significant gap between the implementation of literacy programs and student literacy outcomes, especially in relation to the role of classroom management. Previous studies show the importance of classroom management in supporting literacy activities, but do not provide a structured evaluation of its implementation. Evaluation models such as CIPP have the potential to bridge this gap by providing a holistic assessment of various aspects of literacy programs. In the context of SD Negeri Tingkir Lor 02 Salatiga, evaluation using the CIPP approach has never been carried out to assess the effectiveness of the GLS program based on classroom management.

This research aims to evaluate the effectiveness of the School Literacy Program based on classroom management at SD Negeri Tingkir Lor 02 Salatiga. Through analysis of the context, input, process and product of the program, this research is expected to provide a comprehensive understanding of implementation. The innovation of this research lies in the systematic application of the CIPP evaluation model, with an emphasis on the role of classroom management in supporting increased student literacy. It is hoped that this research will be able to provide useful recommendations for efforts to improve the quality of literacy in elementary schools. Therefore, this study aims to evaluate the effectiveness of the School Literacy Program based on classroom management at SD Negeri Tingkir Lor 02 Salatiga using the CIPP evaluation model. Specifically, this research seeks to identify how contextual factors, resource inputs, implementation processes, and learning outcomes are influenced by classroom management practices in supporting student literacy development.

METHODS

Type and Design

The study adopts a qualitative descriptive approach with an evaluation method based on the CIPP (context, Input, Process, and Product) model. The study aims to assess the effectiveness of the school literacy program by systematically analyzing various aspects of its implementation. The qualitative descriptive approach is considered appropriate for this study because it allows for an in-depth exploration of contextual, human, and procedural factors involved in program implementation. The CIPP model serves as the primary framework, consisting of four key evaluation components: Context Evaluation, which examines the background and necessity of the literacy program; Input Evaluation, which assesses available resources, teacher competencies, and program materials; Process Evaluation, which analyzes the implementation, instructional methods, and classroom management strategies; and Product Evaluation, which measures the impact of the program on students' literacy development. By using this model, the study provides a comprehensive evaluation of how the literacy program operates within the school environment.

Data and Data Sources

The data for this study are collected through interviews, observations, document analysis, and questionnaires, ensuring a holistic understanding of the literacy program's implementation. The research was conducted at SD Negeri Tingkir Lor 02, located in Salatiga, Central Java, Indonesia. Primary data are obtained from six informants, consisting of four classroom teachers, one school librarian, and one school principal, who are directly involved in the literacy program. Participants were selected purposively to ensure relevance and

representativeness in capturing experiences from different grade levels. Interviews with teachers and the librarian provide insights into program management, instructional strategies, and challenges faced during implementation. Observations focus on school literacy based on class management to understand the institutional framework supporting the program.

Secondary data are gathered from literature reviews, previous studies, and official educational reports to contextualize findings within broader educational theories and policies. This combination of primary and secondary data ensures a comprehensive and contextualized evaluation of the literacy program's strengths, weaknesses, and overall impact on student learning.

Data Collection Techniques

Data was collected through three primary techniques: observation, interviews, and document analysis:

1. Observation was conducted using a passive participant observation method, where the researcher acted solely as an observer without directly engaging in activities. The observation focused on how the GLS program was implemented in classroom and how classroom management strategies supported literacy initiatives.
2. Interviews were structured and conducted using a systematically prepared list of questions based on an interview guide. The interview involved librarians and teachers across different grade levels to explore their experiences, perceptions, and challenges in implementing the literacy program.
3. Document Analysis included reviewing relevant documents such as school literacy policies, GLS implementation guidelines, and previous program evaluation reports.

Data Analysis

Data was analyzed using the CIPP (Context, Input, Process, and Product) evaluation model to provide a comprehensive overview of the literacy program's implementation. The evaluation process included :

- Context Evaluation, assessing the relevance and suitability of the literacy program concerning students' needs and educational goals.
- Input Evaluation, examining the quality of planning, resources, and materials used in the program.
- Process Evaluation, analyzing the effectiveness of program implementation in the field, including the obstacles encountered by teachers and librarians.
- Product Evaluation, focusing on the actual outcomes achieved by students in terms of literacy improvement.

The CIPP approach not only facilitates the identification of weaknesses and challenges in program implementation but also provides strategic recommendations for refining and enhancing school literacy initiatives in the future. This method enables researchers to evaluate both the internal functioning and external impacts of the program. This study is expected to contribute to improving school literacy policies and optimizing the effectiveness of the School Literacy Movement at the elementary level.

RESULTS AND DISCUSSION

Based on the results of the research that has been carried out, it was found that there were variations in each aspect in the evaluation of the implementation of school literacy movement programs based on school management. This variation can be explained by researchers as follows:

Context Evaluation

Evaluation of context aspects in the implementation of educational programs has an important role in understanding the background, needs and objectives of the program. In the context of the School Literacy Program Based on Class Management at SD Negeri Tingkir Lor 02 Salatiga, an evaluation of the context aspect was carried out to see the relationship between the program objectives and the factors that influence its implementation in the education sector.

The School Literacy Movement (SLM) was launched by the Ministry of Education and Culture in 2015 as part of the implementation of Minister of Education and Culture Regulation Number 23 of 2015. GLS aims to familiarize positive attitudes and actions in the educational environment. Based on an interview with the librarian of SD Negeri Tingkir Lor 02 Salatiga, one of the backgrounds for implementing this program is students' low awareness of independent reading. This condition encourages the implementation of a classroom management-based literacy program to create a learning environment that supports reading interest and improves students' literacy skills.

SLM has the general goal of fostering lifelong learning habits through developing literacy spaces in schools (Afifah, Erwina, & Rohman, 2020; Imanugroho & Ganggi, 2018; Mansyur & Rahmat, 2020). The specific objectives of the program include: building a culture of literacy in schools, increasing the literacy capacity of school residents, creating a child-friendly environment, and supporting the continuity of learning through various literacy facilities (Huda & Rohmiyati, 2019; S. K. Putri, Dewi, & Hayat, 2024). The Management-Based School Literacy Program at SD Negeri Tingkir Lor 02 Salatiga is designed to meet these goals by adapting to student needs and the school's vision and mission.

In its implementation, this literacy program includes activities such as reading a book for 15 minutes before class starts, visiting the library according to schedule, and motivation from teachers to increase students' interest in reading. However, there are still obstacles such as lack of student discipline and inconsistency in library visit schedules. However, various efforts have been made to make literacy an integral part of learning activities, including providing supporting facilities such as interesting books and access to digital devices.

The School Literacy Program Based on Class Management at SD Negeri Tingkir Lor 02 Salatiga shows conformity with the SLM objectives designed by the government. (Aeni & Sanoto, 2023) The aim of implementing a school literacy program must be in accordance with the school's vision and mission as well as the needs of students, so that the program implemented can have a positive impact on the development of student literacy. This shows the importance of alignment between program goals and student needs and the school's vision. This program functions as a solution to improve literacy culture and build students' character as lifelong learners. Support from facilities such as reading books, internet and e-book devices is an important element in the success of this program. The school's commitment to creating a

literate learning environment reflects the institution's active role in supporting students to achieve better literacy competencies.

Input Evaluation

Careful planning is an important element in evaluating input aspects. According to (S. E. Putri, 2020), planning includes determining goals, strategies and allocating relevant resources for the success of the program. Based on an interview with the librarian of SD Negeri Tingkir Lor 02 Salatiga, literacy program planning was carried out through annual meetings between the teacher council and the school principal. During the meeting, implementation strategies such as distributing schedules for library visits and literacy activities 15 minutes before learning were prepared. This change in the timing of literacy implementation reflects an adaptation to the school's needs under the leadership of the new principal.

Quality and ready human resources (HR) are a key factor in the success of the program. The principal of SD Negeri Tingkir Lor 02 Salatiga plays an important role as supervisor and companion in the literacy program. Based on interviews, the principal actively supports the program through collaboration with teachers, employees and parents. All teachers at this school have bachelor's qualifications, which shows the academic readiness of the teaching staff. Apart from that, support from parents also plays a big role in the success of the program, as stated by the librarian that parent participation in supporting literacy activities is quite significant.

The availability of facilities and infrastructure is an important element in supporting the implementation of literacy programs. SD Negeri Tingkir Lor 02 Salatiga has adequate facilities, such as a library, computer room and reading corner in each class. A diverse collection of books and other educational teaching aids support students' literacy activities. Funding for the provision of these facilities mostly comes from School Operational Assistance (BOS) funds. Although the infrastructure was considered adequate, several teachers noted that the management of the facilities must be in accordance with the allocation of BOS funds which are regulated through a certain system.

Availability of funds is an important element in supporting the sustainability of literacy programs. Based on interviews, all literacy program facility needs, including the procurement of books and other supporting equipment, are paid for through BOS funds. However, there are no specific details in school documents regarding specific allocations for literacy programs. This shows that even though funding is available, its management still requires further transparency to support efficient program implementation.

Overall, the evaluation of input aspects at SD Negeri Tingkir Lor 02 Salatiga shows good readiness in terms of planning, human resources, infrastructure and funding. This literacy program was designed taking into account the needs of schools and students through collaboration with various parties. The support of the school principal, teaching staff and parents is a strong foundation for implementing the program. However, several aspects, such as more detailed funding allocations, still need to be improved to ensure the long-term success of literacy programs.

Process Evaluation

The literacy program at SD Negeri Tingkir Lor 02 Salatiga includes reading activities for 15 minutes before learning begins, regular visits to the library, and the use of reading corners in each class. These various activities are a form of the school's efforts to create a learning

environment that supports the development of student literacy in accordance with the objectives of the School Literacy Movement (SLM) which have been launched by the government. The implementation of this program also reflects the school's commitment to improving students' literacy skills systematically and sustainably.

The 15 minute reading program before class aims to build the habit of reading regularly. This activity begins with prayer, followed by independent reading activities or reading together guided by the teacher. Each student is required to complete their reading during the specified time. This program not only helps students develop reading habits but also prepares them to enter the learning process in a more focused and conducive atmosphere.

Regular visits to the library are carried out every week based on a schedule prepared by the librarian. This process begins with a briefing about library regulations, followed by selecting books, reading, and sharing stories about what has been read. This activity aims to bring students closer to various reading sources, broaden their horizons, and improve literacy skills such as understanding content and reading analysis.

The reading corner available in each class is equipped with selected books that are easily accessible to students. This facility allows students to read outside of their library visit schedule, either during break times or in between lessons. The use of reading corners helps increase students' interest in reading independently and supports active and inclusive learning in the classroom environment. This reading corner is not only a means for reading, but also supports a comfortable and literate learning atmosphere.

Product Evaluation

The School Literacy Movement (SLM) program based on classroom management at SD Negeri Tingkir Lor 02 Salatiga has shown significant success in several aspects, although there are several things that still need to be improved. Based on interviews, several teachers stated that the program had achieved its goal of increasing students' reading interest and understanding. However, challenges still exist, such as students' uneven levels of interest in reading and a lack of creative innovation. This shows that even though the program is running well, there needs to be strategic steps to optimize the results.

The implementation of the literacy program at SD Negeri Tingkir Lor 02 Salatiga produced positive impacts, including increasing interest in reading, mastery of vocabulary, and ability to understand lesson material. This program also contributes to student achievement in activities such as storytelling and poetry reading, which shows that literacy has an important role in supporting academic achievement. Apart from that, the interview results also revealed that this program strengthens students' character and provides a more meaningful learning experience.

The impact of the SLM program is not only felt by students, but also by teachers and parents. Students become more critical, enthusiastic in reading, and show progress in learning outcomes. Teachers feel helped in the learning process, while parents become more concerned about their children's literacy development. This positive impact emphasizes the importance of literacy programs in supporting holistic education at SD Negeri Tingkir Lor 02 Salatiga.

The sustainability of the SLM program has full support from teachers and librarians. They consider this program to be very useful in improving students' literacy skills and supporting learning. With real benefits, this program is worthy of being continued and developed further.

Strategic steps are needed to ensure program sustainability, including improving facilities and innovation in implementation so that the results achieved are more optimal and sustainable.

The classroom management-based literacy program at SD Negeri Tingkir Lor 02 Salatiga is designed to support government policy in improving literacy culture in elementary schools. This program aims to build reading skills as an important part of basic education. The implementation includes activities such as reading for 15 minutes before class starts, regular visits to the library, and the use of reading corners in class. All elements of the school, from teachers, librarians, school committees, to parents, are actively involved in supporting the implementation of this program. Research shows that good literacy program planning determines its success. (Nurhayati & , Langlang Handayani, 2020) revealed that school readiness in providing facilities, such as libraries and reading corners, is the main factor in creating an environment that supports a reading culture. At SD Negeri Tingkir Lor 02 Salatiga, the school library and reading corner facilities play an important role in supporting the success of the literacy program.

Teachers at SD Negeri Tingkir Lor 02 Salatiga have a minimum educational qualification of bachelor's degree (S1) and have attended training related to managing literacy programs. This training increases teacher competence in accompanying students during literacy activities. This supports the view of (Salma & Madzanatun, 2019) , who states that teacher training is one of the key factors in the success of literacy programs. With the support of competent teachers, students can be encouraged to read more actively and understand reading material. Literacy facilities at SD Negeri Tingkir Lor 02 Salatiga include a library equipped with a collection of books according to students' needs, reading corners in each class, and a regular schedule of library visits. According to (Nilasari & Astuti, 2024) , easy access to reading facilities, such as reading corners, provides students with opportunities to develop their interest and reading skills. Reading corners in the classroom allow students to read at any time, both during break times and during study activities. Funding for the literacy program at SD Negeri Tingkir Lor 02 Salatiga comes from BOS (School Operational Assistance) funds. This budget is used to procure books, improve library facilities, and purchase other supporting materials. Even though there are limited funds, the school principal ensures that the main needs of the program remain a priority. (S. E. Putri, 2020) emphasized that wise budget management can ensure program sustainability even in limited conditions.

The literacy program was introduced through internal school meetings and communication with students' parents. This socialization aims to ensure that all stakeholders understand the benefits and objectives of the program. (Renngiwur, 2019) stated that effective socialization creates shared commitment, which is the key to successful implementation of literacy programs. Literacy activities include reading for 15 minutes before class, visiting the library, and using the reading corner. This reading routine is integrated into daily learning activities. Teachers play an active role in ensuring students are involved in literacy activities and enjoy the reading experience. Monitoring of program implementation is carried out by school principals and teachers through direct supervision of literacy activities in the classroom. Periodic evaluations are carried out through discussions between teachers and school principals to assess program effectiveness and identify obstacles. (F. D. Lestari, Ibrahim, Ghufro, & Mariati, 2021) found that structured monitoring and evaluation allows for continuous improvement and helps overcome program obstacles.

Table 1. Summary of CIPP Evaluation Results

CIPP Component	Findings	Remarks
Context	Aligned with student needs and national policy	Strong support but needs schedule consistency
Input	Qualified staff and adequate facilities	Improve funding transparency
Process	Routine literacy activities in place	Improve book access and schedule adherence
Product	Increased literacy and engagement	Need more leveled materials for early grades

This program was successful in improving students' reading skills. Teachers observe that students are more ready to learn after reading for 15 minutes before class begins. This finding is in line with research by (Nilasari & Astuti, 2024) , which shows that reading routines can improve students' vocabulary and reading comprehension. This literacy program has also succeeded in forming a positive reading culture in schools. Students actively use the library and reading corner outside class hours. This habit reflects success in creating an environment that supports a culture of literacy, as suggested by (Nuryanti, 2019) . One of the challenges in implementing this program is the limited number of books that suit students' abilities at certain grade levels. Grade 1 teachers, for example, expressed the difficulty of finding relevant reading material for students. (Wardani & Astuti, 2022) highlight that providing reading materials that are appropriate to educational level is the key to overcoming this obstacle.

The findings of this study reinforce several previous research conclusions regarding the role of classroom management in enhancing literacy outcomes. For example, the context evaluation aligns with the view of Wahyuni and Anggraeni (2019), who emphasized the role of literacy in supporting both cognitive and emotional development. The identification of students' low interest in reading and the school's commitment to creating a literate environment confirms the necessity of school-level interventions that are responsive to students' needs. Overall, this study not only confirms previous findings on the importance of classroom management and literacy facilities but also extends the existing literature by highlighting the role of leadership, structured monitoring, and parent involvement as integrated elements that determine program sustainability and impact.

The classroom management-based literacy program at SD Negeri Tingkir Lor 02 Salatiga has shown good results in improving students' reading skills and building a literacy culture. With improvements in certain aspects, such as the availability of reading materials, this program could become a successful model to be adopted in other schools. This study is limited by its scope, which focuses on a single elementary school. As a result, the findings may not be generalizable to other contexts without further validation. Additionally, the study relies heavily on qualitative data without incorporating quantitative measures of literacy improvement. Future research should consider a mixed-methods approach, involving

standardized literacy assessments and expanding to multiple school sites. It is also recommended to explore longitudinal impacts of classroom management strategies on literacy development across different education levels.

CONCLUSION

The evaluation of the classroom management-based literacy program at SD Negeri Tingkir Lor 02 Salatiga using the CIPP model reveals that the program aligns well with the school's goals in fostering a culture of reading. Contextually, it responds to the need to enhance students' reading interest and supports a positive literacy environment. In terms of input, facilities such as reading corners and the school library are adequate, though the diversity of reading materials should be improved to match students' levels and interests. The process aspect shows that literacy activities—such as the 15-minute reading sessions and library visits—are well integrated into the school routine, yet require more consistent implementation to ensure long-term impact. Product evaluation indicates a positive influence on students' reading habits and engagement, though a more structured measurement of literacy outcomes is still needed. This study contributes to educational practice by highlighting how effective classroom management can enhance literacy development at the elementary level. The findings emphasize the importance of strong planning, resource alignment, and consistent implementation in literacy initiatives. Future research is recommended to explore literacy programs in broader and more diverse educational contexts, employ mixed-method approaches for deeper analysis, and examine long-term impacts of classroom management on student literacy achievement.

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