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THE ROLE OF LEARNING QUALITY IN IMPROVING ELEMENTARY SCHOOL STUDENTS' LITERACY SKILLS

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ABSTRACT

This study aims to describe the quality of learning, analyze the role of learning quality in improving students' literacy skills, and formulate recommendations for improving learning practices focused on strengthening literacy at SD Negeri 031 Suhada, Enok District. This research employed a qualitative approach with a case study design. The research subjects consisted of the principal and six teachers selected through purposive sampling. Data were collected through interviews, observation, and documentation. The data analysis technique referred to the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. The data coding process was carried out using NVivo to classify the main themes of the study. The findings indicate that the quality of learning has been implemented fairly well through lesson planning, the use of varied teaching methods, evaluation, and learning reflection. However, students' literacy skills still need improvement, particularly in understanding reading content, identifying main ideas, drawing conclusions, and writing in a structured manner. Learning quality plays an important role in improving literacy through reading exercises, discussions, writing assignments, and feedback. This study recommends strengthening literacy-based learning, increasing student engagement, and implementing literacy programs consistently and sustainably.

Informasi Artikel

Kata Kunci:

Kualitas pembelajaran;
Kemampuan literasi;
Sekolah dasar.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan kualitas pembelajaran, menganalisis peran kualitas pembelajaran dalam meningkatkan kemampuan literasi siswa, serta merumuskan rekomendasi untuk meningkatkan praktik pembelajaran yang berfokus pada penguatan literasi di SD Negeri 031 Suhada, Kecamatan Enok. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Subjek penelitian terdiri atas kepala sekolah dan enam orang guru yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Teknik analisis data mengacu pada model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Proses pengodean data dilakukan menggunakan NVivo untuk mengklasifikasikan tema-tema utama dalam penelitian. Hasil penelitian menunjukkan bahwa kualitas pembelajaran telah dilaksanakan dengan cukup baik melalui perencanaan pembelajaran, penggunaan metode pembelajaran yang bervariasi, evaluasi, dan refleksi pembelajaran. Namun, kemampuan literasi siswa masih perlu ditingkatkan, khususnya dalam memahami isi bacaan, mengidentifikasi gagasan utama, menarik kesimpulan, dan menulis secara terstruktur. Kualitas pembelajaran memiliki peran penting dalam meningkatkan literasi melalui latihan membaca, diskusi, tugas menulis, dan pemberian umpan balik. Penelitian ini merekomendasikan penguatan pembelajaran berbasis literasi, peningkatan keterlibatan siswa, serta pelaksanaan program literasi secara konsisten dan berkelanjutan.

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1. Introduction

Education is one of the strategic sectors in national development and plays an important role in improving the quality of human resources. The Indonesian government has implemented various policies, including the Merdeka Belajar (Freedom to Learn) policy. One of the new developments under this policy is the Education Report Platform launched by the Ministry of Education and Culture. The Education Report is a platform that presents the results of the National Assessment as an effort to improve the quality of national education by identifying challenges in the field of education, which are then used as a basis for planning improvements to the learning process [1]. In other words, the Education Report provides an evaluation report on the education system that serves as a tool for reflection and planning to improve the quality of learning in educational institutions.

One of the main focuses of the Education Report is literacy ability. The Education Report provides a more detailed overview of students' literacy abilities, including their ability to access, interpret, and evaluate various types of texts, both informational and literary texts. Through analysis of the data presented in the Education Report, a deeper understanding can be obtained regarding various factors that influence students' reading and writing abilities [2].

Literacy is not merely defined as the ability to read but also encompasses the ability to understand, process, and use information effectively in everyday life. Literacy is a fundamental ability that plays a very important role in helping individuals solve various problems in everyday life and therefore serves as a foundation for developing other competencies and skills. At the elementary school level, literacy is generally understood as students' ability to understand and process information through reading and writing activities [3].

In educational practice, problems related to low literacy levels among elementary school students are still frequently encountered. A review of 42 articles using a Systematic Literature Review (SLR) approach identified a literacy paradox in lower-grade elementary schools in Indonesia. The study showed that literacy instruction still focuses on technical aspects and has not been optimally connected to students' everyday lives, resulting in literacy skills that have not developed optimally. Therefore, improving the quality of learning is necessary so that more participatory and contextual learning approaches can be implemented to improve literacy skills [4] . A similar finding indicates that literacy problems cannot be separated from the learning process in the classroom, including the use of less varied teaching methods and limited active student involvement [5].

The main literacy problem at SD Negeri 4 Barru was students' low interest in reading. This was attributed to students' limited reading habits, which resulted in weak text comprehension. Difficulties with basic skills such as recognizing letters, beginning reading, and understanding words contributed to students' low literacy abilities. This indicates that ineffective teaching methods can hinder students' interest and motivation to learn. Therefore, improving the quality of learning can serve as an important initial step in addressing this problem [6].

In line with these findings, improving the quality of learning has become a major concern in efforts to achieve educational goals. Learning quality is related to how learning is planned, implemented, and evaluated effectively. High-quality learning is characterized by the use of varied and interactive methods, active student involvement, and continuous reflection on the learning process.

Based on the Education Report regarding Learning Quality and Students' Literacy Skills at SD Negeri 031 Suhada, Enok District, in 2025, the following table presents the relevant data:

Table 1. Education Report of SD Negeri 031 Suhada, Enok District, 2025

No	Aspect	Indicator	Percentage	Category
1	Literacy Ability	Students achieving minmum competency	40%	Low
2	Literacy Ability	Students who have not achieved competency	60%	Low
3	Reading Comprehension	Students able to understand texts well	35%	Low
4	Reading Comprehension	Students experiencing difficulty understanding texts	65%	Low
5	Learning Quality	Learning is conducted according to the plan	65,89%	Good
6	Learning Methods	Use interactive methods	60%	Fair
7	Learning Reflection	Teachers conduct regular reflection	55%	Fair
8	Literacy Learning	Learning focuses on literacy	50%	Fair
9	Reading Habits	Students have regular reading habits	45%	Low
10	Students Engagement	Students are actively involved in learning	58%	Fair

Based on the table, the data show that the quality of learning is categorized as good, with a percentage of 65.89%. However, this condition has not been accompanied by optimal student literacy abilities, as only 40% of students have achieved minimum competency, while the remaining 60% have not achieved the expected competency. In addition, only approximately 35% of students are able to understand reading materials well, while the majority, or 65%, still experience difficulties in understanding texts.

On the other hand, several supporting indicators of learning quality, such as the use of interactive methods (60%), teacher learning reflection (55%), and literacy-focused learning (50%), remain in the fair category. Students' reading habits are also relatively low, at 45%, while student engagement in learning stands at 58%. This condition indicates a gap between the quality of learning that has been implemented and students' learning outcomes, particularly in terms of literacy ability.

Based on observations, supported by interviews with the principal and teachers, it was found that the learning process at SD Negeri 031 Suhada, Enok District, has generally been conducted well and in accordance with the plans that have been prepared. Teachers were observed to be able to manage classrooms in an orderly manner and conduct learning activities in accordance with the lesson plans. Nevertheless, these conditions have not fully contributed to improving students' literacy abilities. The observations showed that many students still experienced difficulties in understanding reading materials, particularly in identifying main ideas and drawing conclusions from the texts they read. In addition, students' reading habits were still relatively low, as indicated by their lack of initiative to read independently outside teacher-directed activities.

Furthermore, during the learning process, teachers had attempted to use interactive methods such as discussions and question-and-answer sessions. However, student involvement was not evenly distributed, as some students remained passive during learning activities. Literacy-focused learning activities had also been implemented, such as reading before lessons began, but their implementation was not yet consistent or optimal. Meanwhile, teachers had conducted learning reflections, but these had not yet become a routine practice after every learning session. Overall, these observations indicate a gap between the relatively good quality of learning implementation and students' learning outcomes, particularly in literacy and reading comprehension.

The meaning of these findings is that, although the overall quality of learning is good, it has not yet been fully effective in improving students' literacy abilities. The learning process has not been optimally directed toward strengthening reading comprehension skills and developing a literacy culture. Therefore, improvements are needed in the learning process, with greater emphasis on improving students' literacy through appropriate and sustainable learning strategies.

Learning quality refers to the overall process involving the planning, implementation, and evaluation of learning activities carried out effectively to achieve learning objectives. Learning quality is strongly influenced by the effectiveness of teachers' teaching strategies and the interactions that occur between teachers and students during the learning process [7] . Good teaching quality is characterized by student-centered learning, the use of active learning strategies, and teachers' ability to adapt instruction to students' needs [8]. Thus, good learning quality can encourage active student engagement and contribute to improved learning outcomes, including literacy skills.

Students' literacy abilities are strongly influenced by how the learning process takes place in the classroom. Literacy refers to an individual's ability to understand, use, and reflect on texts to achieve particular purposes while developing knowledge and personal potential [9]. Reading comprehension is not limited to recognizing words but also includes the ability to understand the content, meaning, and messages contained in a text [10]. Therefore, high-quality learning needs to be specifically directed toward developing reading comprehension through appropriate learning strategies, such as text-based learning, interactive discussions, and learning activities that promote critical thinking.

Several previous studies have also demonstrated a relationship between learning quality and students' literacy abilities. The implementation of active and interactive learning could significantly improve elementary school students' reading comprehension [11]. Good learning quality, particularly through the use of literacy strategies, had a positive effect on improving students' literacy abilities

[12]. Another research also showed that students' low literacy abilities were caused by the suboptimal implementation of literacy-based learning and limited reading habits within the school environment [13].

Literacy ability is a fundamental competency that is highly important for elementary school students because it serves as a foundation for understanding various subjects. Low literacy abilities can result in difficulties in receiving and processing information and consequently affect overall learning outcomes. Based on the data obtained from SD Negeri 031 Suhada, Enok District, students' literacy abilities remain relatively low, even though the quality of learning is categorized as good. This condition indicates a discrepancy between the learning process implemented and the learning outcomes achieved by students.

This problem indicates that the learning process has not yet fully focused on developing literacy abilities in terms of methods, strategies, and reading habits. Therefore, further investigation is needed into the role of learning quality in improving students' literacy abilities in order to obtain appropriate solutions for improving educational quality. The objectives of this study are to describe the quality of learning at SD Negeri 031 Suhada, Enok District; analyze the role of learning quality in improving students' literacy abilities; and provide recommendations for improving learning with a focus on strengthening students' literacy.

2. Research Method

This study employed a qualitative approach using a case study design. A qualitative approach was selected because the study aimed to gain an in-depth understanding of the phenomenon of learning quality and its role in improving students' literacy abilities based on actual conditions in the field. Qualitative research is a research method used to examine natural object conditions, in which the researcher serves as the key instrument and data are collected through triangulation [14] . A qualitative approach is used to explore and understand meanings perceived as originating from social or human problems [15]. A case study design was employed because the research focused intensively on a particular case, namely the condition of learning quality and students' literacy abilities at SD Negeri 031 Suhada, Enok District.

The study was conducted at SD Negeri 031 Suhada, Enok District. The research subjects consisted of one principal and six teachers who were directly involved in the learning process. Informants were selected using purposive sampling, namely the selection of informants based on certain considerations, such as their direct involvement in learning implementation and their understanding of students' literacy conditions at the school.

Data were collected through interviews, observations, and documentation. Interviews were used to obtain direct information from informants regarding the implementation of learning and efforts to improve students' literacy abilities. Observations were conducted to examine classroom learning activities, student engagement, and the use of learning methods. Documentation was used to complement the data through supporting documents, such as the Education Report, instructional materials and plans, and records of learning activities.

The data analysis technique employed in this study consisted of three stages: data reduction, data display, and conclusion drawing. Data reduction was conducted by selecting, sorting, and simplifying data relevant to the focus of the study [16] . At this stage, the researcher also used NVivo to assist in the data coding process. Data from interviews, observations, and documentation were entered into NVivo and then coded according to emerging themes, such as learning implementation, literacy improvement strategies, student engagement, the use of learning methods, and supporting and inhibiting factors. The use of NVivo assisted the researcher in organizing data, grouping information into particular categories, and facilitating the process of identifying relationships among the data.

To ensure data validity, this study employed source triangulation and method triangulation. Source triangulation was conducted by comparing data obtained from the principal and teachers, while method triangulation was conducted by comparing the results of interviews, observations, and documentation. Thus, the data obtained had a higher level of credibility.

3. Result and Discussion

3.1 Learning Quality

Based on the results of interviews, observations, and documentation, the quality of learning at SD Negeri 031 Suhada, Enok District, can be seen from three main aspects: learning planning and implementation, the use of varied learning methods, and learning evaluation and reflection. In terms of planning, the principal and teachers stated that the lesson plans had been adjusted to the learning objectives and students' needs. The principal explained, “The lesson plans I prepare are highly relevant to the learning objectives to be achieved. We ensure that every component of the lesson plan is directed toward improving students' understanding in accordance with the applicable curriculum.” (KS1). This statement indicates that learning planning has been directed toward achieving clear and measurable learning objectives.

This finding was also supported by a teacher who stated, “The lesson plans I prepare are adjusted to the established learning objectives, and we try to ensure that everything is oriented toward achieving basic competencies.” (G1). In addition, teachers also adjusted instruction to students' classroom conditions. One teacher explained, “I make adjustments by considering the students' abilities in the classroom. For example, for students with lower abilities, I provide more detailed explanations and more practice.” (G2). This finding indicates that learning planning is not merely administrative but also takes students' actual needs into consideration.

During the implementation of learning, the principal monitored the process to ensure that learning activities were carried out according to the prepared plans. The principal stated, “I monitor the learning process directly and ensure that all teachers conduct learning according to the existing plans. If necessary, I provide additional guidance.” (KS3). Teachers also stated that learning implementation was consistently adjusted to the lesson plans, although practical adjustments were sometimes necessary when classroom difficulties arose. One teacher explained, “I always check whether the materials and methods I have planned are in accordance with those stated in the lesson plan. If there are difficulties, I immediately adjust the schedule or the method being used.” (G3).

Nevertheless, the implementation of learning still faces several challenges. The principal stated, "The greatest challenge is that some teachers still have difficulty adapting technology to the learning process. We continue to provide training and support." (KS4). Meanwhile, a teacher added, "One of the main challenges is the diverse conditions of the students. Some understand quickly, while others need more time to understand the material." (G4). These findings indicate that learning quality is strongly influenced by teachers' readiness to use technology and their ability to address differences in students' characteristics.

The observation results further reinforced these findings. During the learning activities, teachers were observed attempting to conduct instruction in accordance with the lesson plans, using well-directed learning steps, and providing additional explanations to students experiencing difficulties.

Regarding learning methods, the principal explained, "We use various methods, such as group discussions, multimedia, and educational games to make students more active." (KS5). This statement indicates that the school seeks to create learning experiences that are not monotonous. A teacher also stated, "The methods I use include group discussions, question-and-answer sessions, and project-based methods so that students become more involved and do not feel bored." (G5). Thus, the learning methods used have been directed toward active and interactive learning.

In addition, teachers combined several methods to address students' different learning needs. One teacher stated, "I try to combine discussion, lecturing, and games so that all students have different learning experiences and can absorb the material more easily." (G6). Observation results showed the use of question-and-answer sessions, discussions, and group activities during the learning process. Students appeared more active when teachers used methods involving direct interaction. Documentation in the form of lesson plans, classroom observation reports, and school literacy programs also showed that varied learning methods had been planned to support student engagement.

Learning evaluation and reflection are also important components in maintaining learning quality. The principal stated, "Evaluation is conducted through the assessment of learning outcomes and feedback from students. We also hold evaluation meetings with teachers at the end of each semester." (KS7). Evaluation is also conducted periodically, as explained by the principal: "Yes, we conduct periodic evaluations every semester as well as daily evaluations through formative tests to determine whether the learning objectives have been achieved." (KS8). Teachers also stated that evaluation was conducted through tests, short quizzes, and feedback provided to students.

Learning reflection is conducted to improve subsequent learning processes. The principal stated, "Reflection is conducted every week, during which we discuss which methods worked and what needs to be improved." (KS9). A teacher also explained, "Every time I finish teaching, I always reflect on what went well and what needs to be improved in the next meeting." (G9). Documentation in the form of assessment documents, learning evaluation reports, and reflection documents showed that the school had established systematic efforts to evaluate and improve learning. Thus, the quality of learning at SD Negeri 031 Suhada has been implemented fairly well through relevant planning, well-directed implementation, varied methods, and continuous evaluation and reflection.

3.2 The Role of Learning Quality in Improving students' Literacy Abilities

Based on the results of interviews, observations, and documentation, learning quality plays an important role in improving students' literacy abilities, particularly reading, reading comprehension, and writing skills. In terms of reading ability, the principal explained, "I assess students' reading abilities through direct observation during learning activities and conduct reading tests periodically." (KS11). This statement indicates that the school has mechanisms for monitoring students' reading abilities both directly and through periodic assessments.

The principal also stated, "Most students are already able to read fluently, but their comprehension still needs to be improved, particularly in identifying the main idea." (KS12). This indicates that students' technical reading abilities are relatively good, but their ability to understand reading materials still needs to be strengthened. A teacher expressed a similar view: "Some students are able to read well, but some still have difficulty understanding texts in depth. I provide additional practice for them." (G12). This finding indicates that learning quality plays a role in providing practice and assistance to students who still experience reading difficulties.

Regarding reading comprehension, the principal explained that the school trains students to use particular techniques to understand texts. The principal stated, "We train students to use skimming and scanning techniques and to write summaries after reading." (KS13). A teacher also stated, "I provide exercises that focus on identifying the main idea and drawing conclusions from each reading passage." (G13). These findings indicate that learning is directed not only toward the ability to read texts but also toward understanding their content, identifying main ideas, and drawing conclusions.

When students experience difficulties understanding texts, teachers provide additional explanations and guidance. The principal stated, "We provide additional explanations and discuss texts in groups to ensure students' understanding." (KS14). A teacher also explained, "I often provide explanations again and guide students individually if they have difficulty understanding the text." (G14). Observation results showed that teachers gave students opportunities to ask questions, discuss, and answer questions related to reading materials. This strategy helped students gradually understand the content of texts.

In addition to reading and reading comprehension, learning quality also plays a role in improving students' writing abilities. The principal explained, "The method I use is to give writing assignments with interesting themes and conduct a review together after the assignments are completed." (KS15). A teacher also stated, "I ask students to write essays on relevant topics and provide feedback on structure and language style." (G15). These statements indicate that students' writing abilities are developed through structured writing assignments and the provision of feedback.

Writing ability is assessed based on several aspects. The principal stated, "Assessment is conducted based on

predetermined criteria, such as structure, vocabulary, and completeness of content." (KS16). A teacher also explained, "I assess writing ability by examining the flow of the writing and the students' ability to express ideas clearly." (G16). Observation results showed that students were involved in writing activities, although some students still required assistance in constructing sentences and developing ideas. Documentation in the form of student learning outcome reports on writing showed that writing ability is an important component of literacy development.

Thus, learning quality plays an important role in improving students' literacy abilities. This role can be seen through reading activities, reading comprehension exercises, discussions, writing assignments, and the provision of feedback. Learning that is well designed and implemented can help students improve their reading abilities, understand text content, and write in a more structured manner.

3.3 Recommendations for Improving Learning with a Focus on Strengthening Students' Literacy

Based on the results of interviews, observations, and documentation, recommendations for improving learning with a focus on strengthening students' literacy include the use of effective learning methods, increasing student engagement in literacy activities, and strengthening school literacy programs. Regarding teaching methods, the principal stated, "The methods I consider effective are project-based learning and collaborative learning, in which students can share ideas." (KS17). This statement indicates that literacy learning needs to be directed toward activities that actively involve students.

A teacher also stated, "I think group discussions and problem-based learning are the most effective methods for developing students' literacy." (G17). This finding indicates that collaborative, interactive, and problem-based learning methods are considered more effective for developing students' literacy abilities. Through these methods, students not only read and write but are also trained to think, discuss, express opinions, and solve problems based on the texts or information they study.

The integration of literacy across all subjects is also an important component of the recommendations for improving learning. The principal stated, "I integrate literacy through reading texts in every subject and writing exercises that correspond to the topic." (KS18). A teacher also explained, "I integrate literacy by asking students to write summaries after each lesson and read articles related to the lesson topic." (G18). This indicates that literacy is not solely the responsibility of Indonesian Language lessons but can be implemented across all subjects through reading, writing, summarizing, and discussion activities.

Regarding student engagement, the principal stated, "The school provides dedicated time for literacy activities and supports students' participation in reading and writing competitions." (KS19). A teacher also stated, "I conduct discussion sessions and provide opportunities for students to share reading materials with their peers so that they become more involved." (G19). These findings indicate that student engagement can be increased through activities that provide opportunities for students to read, write, discuss, and share what they have read.

However, student engagement is still not evenly distributed. The principal explained, "Most students are very enthusiastic about literacy activities, but some are still passive." (KS20). A teacher also stated, "Student engagement varies considerably, but most students show a strong interest in literacy activities." (G20).

Regarding literacy-strengthening programs, the school has implemented several activities to improve students' literacy skills. The principal stated, "We have a 15-minute reading program every morning and a writing competition every semester." (KS21). A teacher also stated, "We also regularly hold writing and reading workshops to strengthen students' literacy skills." (G21). These programs demonstrate the school's efforts to establish a sustainable literacy culture.

Nevertheless, program implementation still faces challenges. The principal stated, "The activities have been quite successful, but the challenge is the limited time outside lesson hours for additional literacy activities." (KS22). A teacher also explained, "These activities are effective, but the challenge is dealing with students who lack motivation to participate actively in literacy activities." (G22). These findings indicate that literacy programs need to be strengthened through better time management and more engaging motivational strategies for students.

Observation results showed that the morning reading program and literacy activities can encourage students to become more accustomed to reading and writing. However, the success of these programs depends greatly on consistency of implementation, teacher involvement, and student motivation. Documentation in the form of school literacy programs, student attendance lists, and literacy program evaluation reports showed that literacy activities had been implemented but still required continuous evaluation and strengthening.

Discussion

3.4 Literacy Quality

Based on the results of interviews, observations, and documentation, the quality of learning at SD Negeri 031 Suhada, Enok District, indicates that learning planning and implementation have been adjusted to learning objectives and students' needs. The lesson plans prepared by the principal and teachers are relevant to the intended objectives and adequate to support improvements in students' understanding. However, challenges remain regarding teachers' readiness to adapt technology and differences in students' characteristics. The methods used in learning are varied and include group discussions, question-and-answer sessions, and the use of multimedia to make learning more interactive and engaging for students. The observation results support these findings by showing that students were actively involved in learning processes that included discussions and group activities.

Previous studies have also found that learning methods involving active student participation, such as group discussions, can improve students' understanding of learning materials [17] [18]. In addition, periodic evaluations and weekly reflections demonstrate efforts to continuously improve the quality of learning. Continuous reflection on the learning process is an important element in maintaining teaching quality and improving students' understanding [19].

3.5 The Role of Learning Quality in Improving Students' Literacy Abilities

Learning quality plays an important role in improving students' literacy abilities, particularly reading, reading comprehension, and writing. Teachers use various methods to improve students' reading and reading comprehension skills. Techniques such as skimming and scanning are used to help students identify the main ideas and conclusions of texts. Appropriate reading techniques can improve students' comprehension of more complex texts [20]. Periodic assessments, both through tests and observations, help teachers monitor students' progress in reading and reading comprehension.

In terms of writing ability, the school has implemented methods that help students write in a structured and clear manner by providing relevant writing assignments and feedback on structure and language style. Structured writing practice contributes to the improvement of students' writing skills. Observation results also showed that although most students were able to write well, some students still required guidance in constructing sentences and developing ideas more clearly [21].

3.6 Recommendations for Improving Learning with a Focus on Strengthening Students' Literacy

Recommendations for improving learning with a focus on strengthening students' literacy include the use of effective learning methods, increased student engagement, and the strengthening of sustainable literacy programs. The principal and teachers agreed that project-based methods and group discussions are highly effective in improving students' literacy. Problem-based and collaborative learning can significantly improve students' literacy abilities. Therefore, strengthening literacy activities through more interactive and project-based approaches is highly recommended [22].

Student engagement in literacy activities can be increased by providing dedicated time for reading, writing, and discussion. However, challenges arise from variations in student engagement. Another research also indicates that limited time outside lesson hours often prevents students from actively participating in additional literacy activities [23]. Therefore, better time management and more engaging motivational strategies are needed to strengthen student engagement.

4. Conclusion and Recommendations

Based on these findings, the school is recommended to develop a more structured and sustainable literacy program so that reading, writing, and reading comprehension activities are not only conducted routinely but also have their progress measured. Teachers need to develop more varied learning methods, such as project-based learning, text discussions, guided reading, and simple writing activities, so that students become more actively involved in literacy activities. In addition, the use of digital media should continue to be strengthened through the use of instructional videos, digital stories, and interactive reading materials appropriate to elementary school students' ability levels.

The principal should also provide support by allocating dedicated time for literacy activities, providing teacher development, and strengthening the reading culture within the school environment. Parents should be involved in supporting students' reading habits at home so that the school's literacy program can be implemented more effectively. Through collaboration among the principal, teachers, students, and parents, the improvement of students' literacy abilities at SD Negeri 031 Suhada, Enok District, is expected to take place more effectively and sustainably.

Author Contribution Statement

First Author: Conceptualization, methodology, data collection, formal analysis, data curation, and writing of the initial draft.

Second Author: Supervision, validation, article review and editing, methodological guidance, and strengthening of the academic substance as the article supervisor.

5. Declaration of Conflict of Interest

The authors declare that there are no conflicts of interest, either financial or personal, that could influence the preparation, results, or reporting of this article. All contents of the article were prepared objectively and responsibly in accordance with the principles of scientific writing.

6. Ethics Declaration

All participants provided informed consent before participating in the study. They were informed about the purpose, procedures, and their right to withdraw at any time without any consequences.

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