

An Analysis of Teachers' Practices in Teaching Reading Literacy in Elementary Schools

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Abstract

Teachers play a central role in fostering effective reading literacy among elementary students, including technical skills, comprehension, reasoning, and critical use of information. This study aims to analyze teachers' roles, describe instructional strategies, and identify challenges in reading literacy learning. A descriptive qualitative approach with a case study method was employed. Data were collected through classroom observations, in-depth interviews with teachers, and analysis of Lesson Plan (RPP) documents at SDN Celep 02 Sukoharjo. The findings reveal that teachers function as facilitators, motivators, and reading role models by implementing strategies such as reading aloud, guided reading, and interactive discussions adapted to students' abilities. They also create supportive learning environments to encourage reading habits. However, challenges remain, including limited instructional time, insufficient variety of teaching materials, and difficulties in supporting students with low initial reading skills. The study concludes that optimizing reading literacy requires continuous teacher professional development, diverse resources, and supportive school policies.

Keywords: *reading literacy, instructional strategies, challenges.*

Abstrak

Guru memainkan peran sentral dalam menumbuhkan literasi membaca yang efektif di kalangan siswa sekolah dasar, termasuk keterampilan teknis, pemahaman, penalaran, dan penggunaan informasi secara kritis. Studi ini bertujuan untuk menganalisis peran guru, mendeskripsikan strategi pembelajaran, dan mengidentifikasi tantangan dalam pembelajaran literasi membaca. Pendekatan kualitatif deskriptif dengan metode studi kasus digunakan. Data dikumpulkan melalui observasi kelas, wawancara mendalam dengan guru, dan analisis dokumen Rencana Pembelajaran (RPP) di SDN Celep 02 Sukoharjo. Temuan menunjukkan bahwa guru berfungsi sebagai fasilitator, motivator, dan panutan membaca dengan menerapkan strategi seperti membaca lantang, membaca terbimbing, dan diskusi interaktif yang disesuaikan dengan kemampuan siswa. Mereka juga menciptakan lingkungan belajar yang mendukung untuk mendorong kebiasaan membaca. Namun, tantangan tetap ada, termasuk keterbatasan waktu pembelajaran, kurangnya variasi bahan ajar, dan kesulitan dalam mendukung siswa dengan kemampuan membaca awal yang rendah. Studi ini menyimpulkan bahwa optimalisasi literasi membaca membutuhkan pengembangan profesional guru yang berkelanjutan, beragam sumber daya, dan kebijakan sekolah yang mendukung.

Kata kunci: literasi membaca, strategi pembelajaran, tantangan.



INTRODUCTIONS

Reading literacy is a fundamental skill that plays a crucial role in supporting students' academic success in elementary schools. Reading literacy is not merely defined as the ability to recognize letters and words, but also encompasses the ability to understand, interpret, evaluate, and effectively use information obtained from texts in daily life. Students with strong reading literacy skills are better equipped to comprehend learning materials, construct meaning from texts, and apply acquired knowledge in various contexts. Moreover, good reading literacy contributes to the development of students' critical and reflective thinking skills from an early age, which are essential competencies in the 21st century (Novitasari & Ichsan, 2025).

In elementary education, reading literacy serves as the foundation for learning across subjects. Most learning activities require students to read instructions, textbooks, and other written materials. Without adequate reading literacy skills, students may experience difficulties in understanding learning content, which can hinder their overall academic achievement. Therefore, strengthening reading literacy at the elementary school level is a strategic step to improve the quality of education and support students' long-term learning development.

Literacy read is skills very important basis in support success Study students at school basic. Literacy reading is not only interpreted as ability to recognize letters and words, but also includes ability to understand, interpret, evaluate, and use information from text in a way effective in life every day. Ability literacy good reading will help student develop skills think critical and reflective since early (Novitasari & Ichsan, 2025).

International assessments have highlighted the importance of improving reading literacy in Indonesia. The results of the Programme for International Student Assessment (PISA) indicate that Indonesian students' reading literacy achievement remains below the average of OECD countries. This condition demonstrates that Indonesian students still face challenges in comprehending, analyzing, and evaluating texts. Consequently, systematic and sustainable efforts are needed to improve the quality of reading literacy learning in elementary schools. Improving reading literacy is not only a matter of curriculum content, but also closely related to how learning is designed and implemented in the classroom (Alfaruqi & Nurwahidah, 2025).

In reading literacy learning, teachers are expected to perform multiple roles, including acting as facilitators, motivators, and models of proficient readers. As facilitators, teachers provide structured learning experiences that help students interact with texts meaningfully. They select reading materials that are appropriate to students' reading levels and interests, and design activities that promote comprehension, discussion, and reflection. As motivators, teachers foster students' interest in reading by creating a supportive and engaging learning environment, offering positive feedback, and encouraging students to view reading as an enjoyable and meaningful activity. As reader models, teachers demonstrate effective reading practices, such as reading aloud, thinking aloud, and showing how to use strategies to understand texts (Sopo et al., 2025).

The implementation of the Independent Curriculum (Kurikulum Merdeka) further emphasizes the importance of teachers' roles in reading literacy learning. The curriculum encourages student-centered learning, where students actively construct knowledge through meaningful learning experiences. Teachers are required to apply differentiated instruction to accommodate students' diverse reading abilities, interests, and learning profiles. In this context, reading literacy learning should not be uniform for all students, but rather adapted to support both students with high reading proficiency and those who struggle with basic reading skills. Differentiated learning is expected to help teachers

address learning gaps and support students' individual development more effectively (Sopo et al., 2025).

One of the key factors influencing the success of reading literacy development is the role of teachers. Teachers play a strategic role in designing learning activities, selecting appropriate reading materials, and creating meaningful learning experiences that align with students' characteristics and needs. Effective teachers can facilitate students' engagement with texts, encourage active participation, and guide students in developing comprehension strategies. Thus, teachers are central agents in improving students' reading literacy outcomes.

Despite the strategic role of teachers and supportive curriculum policies, various studies indicate that the implementation of reading literacy learning in elementary schools still faces several challenges. Common obstacles include limited instructional time allocated for literacy activities, a lack of varied and engaging reading materials, and teachers' difficulties in addressing students with low initial reading abilities. In many cases, reading instruction tends to focus on mechanical aspects of reading, such as fluency and pronunciation, rather than on deeper comprehension and critical thinking. As a result, students may be able to read texts aloud but struggle to understand and analyze the content meaningfully (Ussabrina et al., 2025).

Another challenge lies in the limited opportunities for teachers to receive continuous professional development related to reading literacy instruction. Without sufficient training and support, teachers may find it difficult to implement innovative and differentiated literacy strategies in the classroom. Additionally, school-level support, such as access to diverse reading resources and literacy-friendly environments, is not always optimal. These conditions highlight the need for a deeper understanding of how teachers practice reading literacy instruction in real classroom settings.

Based on these considerations, it is important to conduct an in-depth analysis of teachers' practices in reading literacy learning at the elementary school level. Understanding how teachers perform their roles, what strategies they use, and what challenges they face can provide valuable insights for improving literacy instruction. Such analysis is particularly relevant in the context of implementing the Independent Curriculum, which requires teachers to adapt their teaching practices to meet students' diverse needs.

Therefore, this study aims to analyze the role of teachers, describe the learning strategies employed, and identify the challenges faced by teachers in reading literacy learning at SDN Celep 02 Sukoharjo. The findings of this study are expected to contribute to the development of more effective reading literacy practices in elementary schools and to provide practical recommendations for teachers, schools, and policymakers in supporting literacy development.

METHODS

This study employed a qualitative descriptive approach using a case study method to obtain an in-depth understanding of teachers' practices in reading literacy learning within a specific school context. A qualitative approach enables researchers to explore phenomena in natural settings and interpret meanings based on participants' perspectives (Milles et al., 2014). The case study method was used to investigate the phenomenon in depth and within its real-life context.

The study was conducted at SDN Celep 02 Sukoharjo. The participant of this study was a classroom teacher who was directly involved in implementing reading literacy instruction. The selection of the research site and participant was based on their relevance to the research objectives, particularly in the context of reading literacy learning in elementary education.

Data were collected using multiple techniques to ensure the richness and credibility of the findings, including classroom observations, in-depth interviews, and document

analysis. Classroom observations were conducted to examine the teacher's roles, instructional strategies, and students' responses during reading literacy activities. In-depth interviews were conducted using a semi-structured format to explore the teacher's perceptions, experiences, and challenges. Document analysis focused on lesson plans (RPP) and other instructional materials to identify the alignment between planned instruction and classroom practices. The use of multiple data collection techniques is essential in qualitative research to obtain comprehensive data

Data analysis was conducted using an interactive analysis model consisting of data reduction, data display, and conclusion drawing. Data reduction involved selecting, focusing, and simplifying the collected data. Data display was carried out in the form of narrative descriptions to facilitate interpretation. Conclusions were drawn by identifying patterns, themes, and relationships related to teachers' roles, instructional strategies, and challenges in reading literacy learning.

To ensure the trustworthiness of the data, triangulation of techniques and data sources was applied by comparing and cross-checking data obtained from observations, interviews, and document analysis. Triangulation is commonly used in qualitative research to enhance credibility and validity.

RESULT AND DISCUSSION

Teachers' Roles in Reading Literacy Learning

The findings indicate that teachers play multiple roles in reading literacy learning, namely as facilitators, motivators, and reader models. As facilitators, teachers design and implement learning activities that actively engage students in reading. Classroom observations revealed that teachers provided opportunities for students to interact with texts through guided activities and discussions (Ndolu et al., 2025).

As motivators, teachers encouraged students by giving reinforcement and appreciation during reading activities, which increased students' confidence and participation. Furthermore, teachers acted as reader models through read-aloud activities, demonstrating proper pronunciation, intonation, and comprehension strategies. This modeling helped students better understand texts and develop their reading skills (Sya et al., 2025).

Reading Literacy Learning Strategies

The study found that teachers implemented several strategies, including read-aloud, integrated discussion, and guided reading. Read-aloud activities supported students in understanding text structure, vocabulary, and pronunciation. Integrated discussions were used to enhance students' comprehension and critical thinking skills by encouraging them to respond to and analyze texts (Fijanah et al., 2025).

Guided reading assignments were tailored to students' abilities, allowing teachers to address diverse reading levels. These strategies reflect a student-centered approach and align with differentiated learning principles (Amalia et al., 2023).

Literacy Learning Environment

Teachers attempted to create a literacy-rich learning environment by providing reading corners, implementing daily reading habits, and using contextual texts. Observations showed that students became more engaged when they were involved in literacy-related activities such as managing reading corners and participating in collaborative literacy projects.

A positive literacy environment contributed to increased reading interest and engagement. It also fostered a classroom culture where reading became a shared and enjoyable activity rather than merely an academic obligation (Munthe et al., 2024)

Challenges in Reading Literacy Learning

Despite the implementation of various strategies, teachers faced several challenges. These included limited instructional time, lack of diverse literacy materials, and difficulties in supporting students with low initial reading abilities.

The findings also indicated that the implementation of differentiated learning was not optimal due to time constraints and workload (Erlindawati et al., 2025). These challenges highlight the need for institutional support to strengthen literacy practices in schools (Mondong, 2025).

Literacy Reading in Elementary School

Literacy read is ability understand , use , and reflect text For reach objective certain and participate in public (OECD, 2021) . At the level of school basic literacy read become base for development academic students in a way sustainable.

Literacy reading is not only related to technical reading, but also includes aspects cognitive and metacognitive, such as interesting inference, connecting information, as well as evaluating credibility and relevance text. Indriana & Ganesh (2025) emphasized that literate readers not only understand content text, but also capable of using reading strategies in a way aware for reach objective read certain. Therefore that, development literacy read need done in a way systematic and sustainable since education basis for students own ability understand text in a way deep (Indriana & Gunansyah, 2025).

In context Indonesian education, strengthening literacy read be one of focus main policy National Literacy Movement Program School (GLS) is designed for grow culture read through habituation and integration activity literacy in learning. In line with matter mentioned , the Independent Curriculum places literacy as competence essential developed through learning intracurricular , projects strengthening profile Pancasila students , as well as activity co-curricular (Kemendikbudristek, 2025).

Learning Literacy Reading in Elementary School

Learning literacy reading at school aims to develop ability in understanding various types of text, good literary texts and non-literature. Learning effective reading covers development vocabulary, fluency reading, comprehension reading , as well as motivation read as interconnected components related (Duke & Cartwright, 2021). Four components become important for students to access and interpret information written optimally in activity Study.

In phase class, tall school basic, students expect not only capable reading with fluency, but also capable understand content reading in a critical and reflective way. Therefore, learning literacy means reading needs to integrate activity reading, discussing, and reflecting text for students involved in a way active in the learning process. Integration of activities the allows student develop ability think level tall as well as build greater understanding deep to text read (Aprilia et al., 2025).

The role of the teacher as a reader model is realized through activity reading loud and giving examples of appropriate reading strategies. Through modeling said, students can observe how teachers understand text, submit questions, and interesting conclusions from reading. Research by Fahrel (2025) shows that practice read loud voices that teachers do consistent can increase understanding reading and interests read student school base (Fahrel et al., 2025).

The Role of Teachers in Learning Literacy Read

The teacher has a central role in success in learning literacy reading. The teacher does not only functioning as transmitter material , but also as facilitator who provides experience learning , a motivator that grows interest reading , as well as reader models that show practice good reading (Ndolu et al., 2025).

As facilitators, teachers on duty designing activity appropriate reading with characteristics and need students. Teachers need to provide varied text as well as activities that encourage involvement active students in understanding reading. As a motivator, the teacher provides reinforcement and bait come back positive For grow trust self-student in read (Fijanah et al., 2025).

The role of the teacher as a reader model is realized through activity reading aloud and demonstration of reading strategies. Through modeling said, students can observe how teachers understand text, submit questions, and interesting conclusions from reading. Research show that teachers who are consistent modeling practice read can increase understanding and interest read student (Fahrel et al., 2025) .

Learning strategies Literacy Read

Various learning strategies have developed to increase literacy reading student school basic. One of the strategies that many used is read read aloud , which aims to For help student understand structure text , vocabulary new , and intonation read (Rukmana et al., 2025) .

In addition, the discussion is integrated used for practice ability students in understand content reading in a way deep. Through discussion, students invited to put forward opinions, submit questions, and link text with experience personal. This strategy proven effective in develop ability think critical and communication student (Pramodya et al., 2024) .

Assignment reading guided learning is also an important strategy in learning literacy reading. In this strategy, the teacher provides guidance in accordance with level ability to read students. Approach This in line with principle learning differentiated which emphasizes importance adapt learning with need individual student (Ramadhani et al., 2025) .

Learning Differentiated in Literacy Read

Learning differentiated is approach customized learning content, process, and product learning with readiness, interest, and profile Study students. In the context of literacy reading , learning differentiated allows teachers to give text and assignments appropriate reading with the abilities of each student (Kurniasih & Priyanti, 2023).

Study shows that learning literacy reading that applies differentiation can increase involvement students and help students with ability reading low to develop optimally. However , the implementation learning differentiated often face obstacles , such as limitations time and load teacher administration (Perwitasari et al., 2025) .

The implementation of guided reading assignments tailored to student abilities is a concrete manifestation of differentiated learning based on student readiness (readiness buttons), learning profiles, or interests. However, limited learning time is a major obstacle to optimally implementing differentiation (Erlindawati et al., 2025).

Environment School Literacy

Environmental literacy is one of the supporter's successes learning literacy reading. Environmental literacy covers availability material reading, angle reading class, and culture reading built into schools. A literacy - rich environment can increase interest reading and habits read student (Agusnur, 2025) .

Teachers play an important role in creating environmentally conducive literacy through habituation reading, utilization text contextual, as well as collaboration with party school and parents. Environment positive literacy will strengthen practice learning literacy reading in class (Munthe et al., 2024) .

CONCLUSION

Learning literacy reading is business multidimensional beyond just teaching technical reading. Environmentally positive literacy which includes physical, social, and effective aspects are very important for students to grow interest in reading and engagement profound students. Although the teacher has striven to create an environment through various strategies such as provision corner reading, habituation reading, and use text contextual, challenges main like limitations time, lack of variation

teaching materials, as well as gap ability beginning student Still hinder optimization results.

Findings This line under that root problem literacy nature systemic. Therefore, the success of the literacy program No can only depend on effort individual teachers but rather need support structured and sustainable institutional framework. Effective solutions lie in the shift paradigm going to not quite enough answer collective, which is realized through policy schools that support development source Power centralized, ongoing teacher training, and partnership strategic with community. With building holistic and responsive ecosystem learning, schools can change challenge literacy and become opportunity for grown-general learners throughout a life that is critical, creative, and loving knowledge.

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