

## The Effectiveness of The School Literacy Movement with Illustrated Historical Storybook Media on Reading Skills in Grade II Elementary School Students in Selogiri Sub-District

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### Abstract

Reading skill is a skill that must be possessed by students in teaching and learning. This study aims to determine the effectiveness of school literacy movement (GLS) with illustrated history storybook media on reading skills. The type of research is quantitative. Data collection techniques through reading tests. Data analysis was conducted using simple linear regression techniques and t-test. The results of data analysis provide a correlation value (R) = 0.572; coefficient of determination R Square = 0.863; for a significant value of  $0.00 < 0.05$  get a t value of  $2.407 > t$  table 1.663 which means accepting the alternative hypothesis. The conclusion is that the school literacy movement (GLS) with illustrated historical storybook media is effective on reading skills in grade II elementary school students in Selogiri sub-district, with an influence contribution of 86.5%.

**Keywords:** GLS, learning media, storybooks, reading skills.

### Abstrak

Keterampilan membaca merupakan keterampilan yang harus dimiliki oleh peserta didik dalam belajar mengajar. Penelitian ini bertujuan untuk mengetahui efektivitas gerakan literasi sekolah (GLS) dengan media buku cerita sejarah bergambar terhadap keterampilan membaca. Jenis penelitiannya adalah kuantitatif. Teknik pengumpulan data melalui tes membaca. Analisis data dilakukan dengan menggunakan teknik regresi linier sederhana dan uji-t. Hasil analisis data memberikan nilai korelasi (R) = 0.572; koefisien determinasi R Square = 0,863; untuk nilai signifikan sebesar  $0.00 < 0,05$  mendapatkan nilai t hitung  $2,407 > t$  tabel 1.663 yang artinya menerima hipotesis alternatif. Kesimpulan penelitan adalah gerakan literasi sekolah (GLS) dengan media buku cerita sejarah bergambar efektif terhadap keterampilan membaca pada peserta didik kelas II sekolah dasar di kecamatan Selogiri, dengan kontribusi pengaruh sebesar 86.5%

**Kata kunci:** GLS, media pembelajaran, buku cerita, keterampilan membaca.

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## INTRODUCTION

Indonesian language skills can be divided into four skills, namely: listening skills, speaking skills, reading skills, and writing skills. The advantages of the Indonesian language are easy to learn, namely: without time, plural, and gender, simple word formation, without pressure differences, consistent pronunciation, and the Latin alphabet (Saddhono and Slamet, 2014). These advantages need to be supported to make it easier for students in elementary school (SD) to learn. One of the focuses in this research is reading skills.

Learner reading skills are a crucial basic skill in the learning process, especially at the primary school level (Aryani, 2023). This ability includes technical aspects such as letter and word recognition, as well as understanding the meaning of the text being read. According to Dewi Utama Faizah *et al.* (2016), literacy in schools does not only include reading, but also involves intelligent listening, writing and speaking activities. This is in line with the view of Abidin *et al.* (2018) who emphasised that schools should be learning organizations with lifelong literate citizens. Therefore, reading skills cannot be separated from overall literacy which aims to make learners as individuals who are able to access and use knowledge effectively. Referring to this description, reading skills are the foundation of all literacy activities carried out in schools.

Learners' reading skills also require structured and participatory support in practice. Magdalena *et al.* (2019) stated that the School Literacy Movement (Gerakan Literasi Sekolah, GLS) is a collective effort that involves various elements of the school community, including learners, as the core of teaching reading skills. It emphasizes the importance of collaboration between schools and other stakeholders to develop an environment conducive to improving reading skills. All elements involved in GLS play an important role in building activities that support learners to be able to understand and analyze the texts they read. Thus, it can be concluded that learners' reading skills need to be strengthened through a comprehensive and integrated literacy approach that focuses not only on technical reading skills but also on contextual and critical understanding of reading.

Learner reading skills are the abilities that students have in understanding, analyzing, and interpreting the text they read. This skill becomes very crucial in education, considering that reading is the basis for mastering various disciplines. According to Ramadani (2023), learning media serves as a means of delivering information that can support the direct learning process, where the teacher acts as the main facilitator in developing this reading skill. The presence of varied and appropriate media is believed to be able to facilitate more effective learning, especially in improving students' reading skills. Thus, the role of learning media is not only as a tool, but also as an important element that can optimize the learning process and strengthen reading skills.

Good reading skills are also closely related to students' motivation and interest in learning. Indriyani (2019) explains that the use of learning media in the teaching and learning process can generate new interest and motivation for students. This increased interest, in turn, contributes to the improvement of their reading skills. By optimizing various learning media, it is expected to create a fun and challenging learning atmosphere for students, so that their reading skills can develop significantly. Therefore, understanding the link between learning media and learners' reading skills is important to provide better and more effective education for learners.

Learner reading skills are fundamental to the learning process and the development of children's knowledge at primary school age. This ability not only involves recognizing letters and words, but also understanding the meaning contained in the text. Marantika (2019) revealed that effective learning media, such as picture storybooks, can make it easier for learners to understand verbal messages in both oral and written form. This shows that visual media, especially those containing narratives, have a significant

role in improving reading skills. Furthermore, Huda *et al.* (2019) stated that picture storybooks not only provide language appreciation but also develop oral communication and cognitive thinking processes. This contribution is very important, given that illustrations in books can motivate students to be more involved in reading activities. Therefore, learners' reading skills can be improved with the use of appropriate media, where learners are inspired to understand and interpret the text better.

On the other hand, picture storybooks have important elements such as illustrations and written text that can bridge students' understanding of reading content. Ananda *et al.* (2019) explained that picture storybooks contain messages in two ways, namely through illustrations and writing, which serves to beautify the book and strengthen the story in it. This becomes a learning medium that helps children understand and change their behavior (Mas, 2021). Images in picture storybooks serve to inspire and motivate readers, so that children more easily pour their ideas into the form of language. In this case, learners' reading skills depend not only on technical reading skills, but also on understanding the context and narrative conveyed through the media used. In conclusion, using picture storybooks as learning media can effectively improve learners' reading skills in a fun and interactive way.

Learners' reading skills are a basic ability that is vital in academic and social life. In general, this skill involves a complex process that includes understanding, telling, and interpreting the meaning of written symbols. According to Harianto (2020:2), reading skills are the ability of individuals to coordinate various aspects such as language comprehension, eye movements, and memory in interpreting written symbols. In the context of education, this skill is considered the main foundation that supports the development of other language skills such as speaking, listening, and writing. Saddhono and Slamet (2014: 5) state that the four language skills are interrelated in developing learners' competencies. Thus, reading skills not only function to receive information, but also help in developing more complex language skills. In conclusion, reading skills act as an important bridge in connecting written symbols with interpretation and understanding of meaning.

Reading comprehension is an important aspect of reading skills that requires more than just word recognition. Anwar (2022:78) explains that reading comprehension is the ability to process information using knowledge and experience so that the meaning of the text can be understood effectively. This process involves active engagement with the text being read through the connection between the meaning of words and symbols as expressed by Mc Master, Espin, & Van den Broek (2014) and Mujiselaar and Jong (in Ariawan, et al, 2018: 96). Furthermore, reading comprehension emphasizes the importance of the reader's experience, which combines textual meaning with subjective experience to get the right interpretation. Thus, learners' reading skills must be improved through various in-depth and interactive learning strategies so that they can understand reading materials critically and analytically. This shows the importance of improving learners' reading skills, not only to understand texts, but also to develop critical and analytical thinking skills.

Learners' reading skills are a basic ability that is very important in the learning process, because it affects the quality of understanding of teaching materials at school. These skills include the ability to identify letters and words, read fluently, and critically understand reading content. According to Lestari (in Hidayah, et al, 2016: 7), the purpose of reading comprehension includes finding the main idea, determining the essence of reading, following directions, structuring reading content, determining visual imagery, drawing conclusions, estimating meaning and impact, making summaries, and distinguishing facts from opinions. This data confirms that reading is a complex activity that involves a variety of cognitive abilities and success in it is closely related to the methods and media used in the teaching and learning process. Therefore, developing

reading skills among learners not only aims at improving their technical reading ability, but also strengthening their critical thinking capacity.

Furthermore, good reading skills in learners will contribute directly to their academic performance. Good comprehension can make learners better able to analyze information and solve problems effectively. In the context of primary education, where this foundation is formed, the use of appropriate media such as historical picture storybooks is believed to increase learners' interest and engagement in reading activities. As Lestari explains, reading objectives such as finding the main idea and structuring reading material can be more easily achieved with the help of visuals and interesting media. By placing appropriate tools in the reading learning process, it is expected that learners are more motivated to improve their reading skills. In this regard, it is important to continuously evaluate and develop effective learning strategies to ensure that every child has an equal opportunity to master reading skills comprehensively.

Based on the above background, the researcher can formulate the research formulation, namely: is the school literacy movement with pictorial history storybook media effective on reading skills in grade II elementary school students in Selogiri sub-district?

## METHODS

The type of research used is a quantitative approach. According to Priyono (2016) quantitative research is a research method that prioritizes the use of numerical data obtained through measurement instruments. The data that has been collected is then analyzed using statistical methods to test hypotheses and make generalizations about the phenomenon under study. The population used in this study were all grade II students of public elementary schools in Selogiri sub-district. The sampling technique using *Random Sampling* technique which resulted in a total of 89 students of grade II of State elementary schools in Selogiri sub-district. Data collection using reading tests. Reading test materials have been tested for validity, reliability, level of size, and differentiating power. Research data analysis was carried out using simple linear regression analysis techniques and hypothesis testing with Independent Sample t-test to determine the effectiveness of the school literacy movement with illustrated historical storybook media on reading skills (Budiyono, 2016).

## RESULTS AND DISCUSSION

### Research Results

The data obtained in the field, penenliti processed according to research needs. The results of data processing can be described by researchers as follows:

#### Descriptive Statistics Test

Descriptive statistical analysis aims to provide an overall picture of the data used in the study, by paying attention to the average value, standard deviation, variance, maximum value, minimum value and total. The results of the descriptive statistical test can be seen in the following table.

Table 1. Descriptive Statistics Test Results Table

		Paired Sample Statistics					
		Average	N	Minimum	Maximum	Std. Deviation	Std. Error
Reading skill test results	<i>Pretest</i>	58.7	8	42	81	11,3	2,5
		8	9			45	67
	<i>Posttest</i>	80.5	8	67	98	10,9	2,2
		6	9			86	48

Table 1 can be described that the average pretest score is different from the average posttest score. The average pretest score was 58.78 and the average posttest score was 80.56. The average score increased by 21.78, thus it can be concluded that the implementation of the school literacy movement (GLS) program has provided an improvement in reading skills.

Normality Test

The normality test is carried out to see whether the sample comes from a normally distributed population or not. This study uses the Shapiro-Wilk normality test because the sample in this study is less than 100 (<100). The results of the normality test in this study can be seen in the following table.

Table 2. Normality Test

Normality Test						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Pre-test	,193	6	,200*	,953	6	,771
Post-test	,187	6	,200*	,959	6	,808

\*. This is the lower limit of true significance.

a. Lilliefors Significance Correction

Based on table 2, it is known that the Significant value of pretest data is 0.771 and the Significant value of posttest data is 0.808. It can be interpreted that the Significant value of both tests > 0.05, it can be concluded that the samples come from a normally distributed population.

Homogeneity Test

Homogeneity test is a statistical method used to show that the population has a homogeneous variance. The results of the homogeneity test of this study can be seen in the following table.

Table 3. Homogeneity Test Results

Variant Homogeneity Test			
Levene statistics	df1	df2	Sig.
3,316	1	3	0.074

Based on table 3, it can be interpreted that the Significant value of 0.074 > 0.05, then the sample comes from a homogeneous population.

Hypothesis Testing

Statistical hypothesis testing used Paired Sample T-test. This is used to see the effect of the school literacy movement with the media of illustrated historical storybooks on reading skills in grade II elementary school students in Selogiri sub-district. The results of the statistical hypothesis test can be seen in the following table.

Table 4. T-test Results

Paired Sample Test								
		Paired Differences				t	df	Sig. (2-tails)
		Average	Std. Deviation	Std. Error	95% Confidence Interval of the Difference			
					Low	Above		
GLS	Pretest- Posttest	- 12,0 87	10,8 79	3,31 9	- 20,1 34	- 5,67 8	- 3,78 0	5 ,002

Based on table 4, it is known that the Significant value with two-way (2-tailed) is  $0.002 < 0.005$ . It can be interpreted that the school literacy movement with illustrated historical storybook media has an influence on reading skills in grade II elementary school students in Selogiri sub-district. While the calculation results of simple linear regression provide a correlation value ( $R = 0.572$ ; *coefficient of determination R Square* = 0.863). It can be interpreted that the school literacy movement with storybook media contributes 86.3% support to reading skills in grade II elementary school students in Selogiri sub-district.

### Discussion

The effectiveness of the school literacy movement with illustrated history storybook media on reading skills in grade II elementary school students in Selogir sub-district has been proven. This is reinforced by the results of the t-test which shows that GLS has an influence on reading skills. While from the calculation results of simple linear regression provides a correlation value ( $R = 0.572$ ; the *coefficient of determination R Square* = 0.863, which means that GLS contributes 86.3% to reading skills in grade II elementary school students in Selogiri sub-district. This is because GLS has a measurable goal, which is to develop the school community to be literate. This is in line with the statement of Dewi Utama Faizah, et.al. (2016: 2) which explains the objectives of GLS are: 1) to develop a culture of literacy in schools; 2) to increase the capacity of citizens and the school environment to be literate; 3) to make schools a fun and child-friendly learning garden so that school members are able to manage knowledge; and 4) to maintain the sustainability of learning by presenting a variety of reading books and accommodating various reading strategies.

Picture history storybooks are books in which the pictures are related and contain stories. This is explained by Mitchell (2003: 87) who explains that *Picture storybooks are books in which the picture and text are tightly intertwined. Neither the pictures nor the words are selfsufficient; they need each other to tell the story.* The statement can be interpreted that picture storybooks are books in which there are pictures and words, which do not stand alone, but depend on each other to become a unified story. At the age of elementary school children, the selection of using picture storybooks is a good choice because at that age children still like stories and pictures. This emphasizes that the selection of teachers in the Selogiri sub-district has provided an interest boost for students to improve reading skills. In addition, Adipta, et al, (2016) explained that using picture story media provides benefits, namely: 1) encourages the spirit of learning; 2) is easily available in newspapers and bookstores; 3) contains stories about everyday life; and 4) provides a varied learning style.

### CONCLUSION

In this study, the school literacy movement (GLS) with the media of illustrated historical storybooks has been proven effective on reading skills in grade II primary school students in Selogiri sub-district has been evaluated. Based on data analysis, it was concluded that GLS with this media was effective in improving students' reading skills. The analysis showed a correlation value of 0.572 and the coefficient of determination (R Square) of 0.863. This shows that GLS with illustrated historical storybook media effectively has a positive and significant influence on students' reading skills. The contribution of the influence was recorded at 86.3%, which indicates that the use of this media in the school literacy movement can be effective to improve reading skills.

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