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Implementing the School Literacy Movement in a Boarding Senior High School in Sorong, Indonesia: A Qualitative Case Study

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ABSTRACT

This study describes the planning, implementation, and documented outcomes of Indonesia's School Literacy Movement (*Gerakan Literasi Sekolah*/GLS) at SMA YPPK Seminari Petrus van Diepen, a boarding senior high school in Sorong. A descriptive qualitative field-study design was employed, drawing on interviews with school personnel and students, participant observation, and school and library records. Fieldwork was conducted from June to August 2022, while library-circulation data covered January–May 2022. The program comprised preparation and coordination, reading habituation, literacy development, integration into classroom learning, and monitoring and follow-up. Reading practices included 15-minute reading sessions, weekly reflective writing, student-produced wall magazines, and subject-specific literacy tasks. School records showed that 135 of 249 enrolled students (54.2%) borrowed books during the observation period, and 622 books were circulated. Monthly circulation increased from 45 in January to 200 in May, although the series was not monotonic. These indicators document library use and program implementation but do not independently establish gains in reading proficiency or causal program effects. The findings highlight the role of teacher collaboration, library access, and school leadership, while identifying the need for a formally appointed literacy team, consistent monitoring, and direct assessment of students' reading skills.

Keywords: School Literacy Movement; Boarding Senior High School; GLS; Library

INTRODUCTION

Reading literacy underpins access to subject knowledge, independent learning, and participation in school life. Research on adolescent reading indicates that motivation, engagement, and comprehension should be treated as related but distinct outcomes (Webber et al. (2023); van der Sande et al. (2023); Engler and Westphal (2024); Hawrot and Zhou (2024); Heyne et al. (2023)). School-based reading opportunities therefore need to be understood as a combination of instructional practice, student choice, and supportive learning environments (Merke et al. (2024); Tegmark et al. (2022); Wine et al. (2023)).

Indonesia's School Literacy Movement (GLS) promotes reading habituation, development activities, and literacy integrated into teaching. Its implementation is particularly relevant in geographically dispersed regions where book access and schooling continuity can be difficult. Studies conducted in Indonesian primary schools suggest that literacy initiatives depend on institutional commitment, suitable reading

resources, and implementation conditions, although their findings cannot be transferred uncritically to senior high schools (Wijayanti et al. (2023); Hamzah et al. (2023); Lestari and Astuti (2023); Sofianti and Udin (2022)).

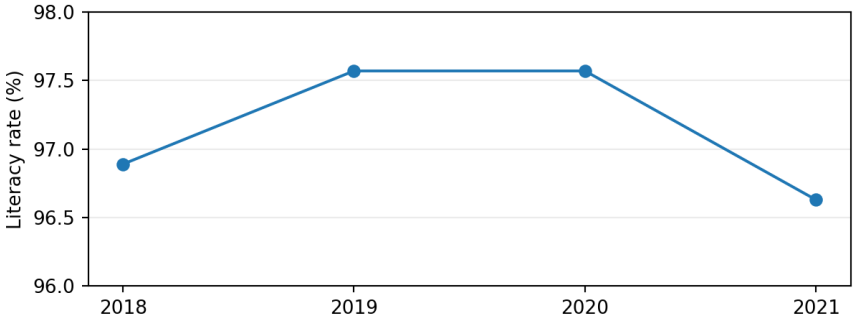


Figure 1. Adult literacy rate (age 15+) in Sorong Regency, 2018–2021
Note. Source: Sorong Regency in Figures, 2021 and 2022 (BPS); reconstructed from values reported in the source manuscript.

At SMA YPPK Seminari Petrus van Diepen, a boarding school in Sorong, teachers reported difficulties with reading comprehension and basic numeracy after periods of pandemic-related distance learning. The original manuscript reports that West Papua's 2019 reading-literacy activity index was 28.25, compared with a national figure of 37.32; these historical figures are presented as contextual information, not as measurements of the school cohort. School leaders consequently reactivated GLS activities in the 2021/2022 academic year. The distinctive case involves a boarding-school setting, students from remote communities, and collaboration between classroom teachers, boarding supervisors, and library staff.

Although school-level literacy initiatives are widely discussed, the operational relationship between school coordination, routine reading, written reflection, and library circulation remains insufficiently documented in this local setting. This study therefore asks: How was GLS planned and implemented at SMA YPPK Seminari Petrus van Diepen, and what evidence of program uptake is available from observations and library records? It contributes a contextualized account of implementation rather than an experimental estimate of effectiveness.

LITERATURE REVIEW

Reading motivation, engagement, and literacy development

Reading motivation concerns the reasons students initiate and sustain reading, while engagement also includes observable participation and strategic processing. Reviews and longitudinal studies show that motivational support and teaching practices are consequential for reading experiences, but effects vary by age, context, and intervention type (Webber et al. (2023); van der Sande et al. (2023); Engler and Westphal (2024); Hawrot and Zhou (2024); Heyne et al. (2023); Meyer et al. (2024)). Meta-analytic evidence suggests

that reading-interest interventions can support comprehension, while independent silent reading benefits depend partly on the design of accompanying activities (van der Sande et al. (2023); Merke et al. (2024)).

A reading culture should therefore encompass access to appealing texts, autonomy-supportive teaching, and opportunities to discuss or write about what has been read. Family socialization, school climates, and informal reading outside class also shape reading practices (Higgs et al. (2023); Ahmed et al. (2023); Fulton et al. (2023); Myhill et al. (2023); Tharaldsen (2022)). Evidence from secondary-school literacy studies further points to the roles of metacognitive strategy use, task awareness, and teacher feedback (García et al. (2023); Vettori et al. (2024); van Zeijts et al. (2024); Kennedy and Shiel (2024)).

School libraries and whole-school literacy implementation

A school library can provide texts, circulation services, informal reading space, and collaboration with teachers. Research linking librarian staffing and educational outcomes reinforces the importance of institutional library support, while findings from other educational levels should be interpreted as contextual rather than direct evidence about the present school (Wine et al. (2023); van Hek and Kraaykamp (2023); Kaya et al. (2022); Vargas et al. (2024)). Literacy programs also require a coherent approach to writing, speaking, and content-area reading (Zhan (2023); Borgonovi et al. (2023); Liu and Dong (2023); Cordero et al. (2023)).

The Indonesian GLS framework describes three interrelated areas: habituation (regular reading opportunities), development (responses to and production of texts), and learning (integration of literacy into subjects). Related Indonesian studies describe enabling conditions such as reading corners, library resources, and staff collaboration (Wijayanti et al. (2023); Hamzah et al. (2023); Lestari and Astuti (2023); Sofianti and Udin (2022)). The present case examines whether these components are visible in the documented practice of a boarding senior high school.

Additional evidence on reading practices and learning environments

Intervention studies also distinguish between students' comprehension levels, reading-related motivation, and strategic engagement ("Differential effects of reading strategy intervention f…" (2023); "The roles of motivation and engagement in computer-base…" (2022); "Does mind wandering mediate the effects of habitual rea…" (2023); "Contribution of children's reading motivation and proso…" (2022)). Longitudinal evidence suggests that leisure-reading patterns and educational trajectories cannot be reduced to simple library-use frequencies ("Developmental leisure reading profiles and their associ…" (2024); "PISA reading achievement, literacy motivation, and scho…" (2023)). Classroom instruction, reading enjoyment, digital-reading opportunities, and accessible school library services provide complementary perspectives for understanding how participation may be supported ("A short teacher-led intervention using

direct instructi…" (2023); "Reading short stories in a foreign language: Is it as p…" (2024); "Beyond surface: Chinese youth's digital reading motivat…" (2024); "School library reading support for students with dyslex…" (2023); "A systematic review of reading engagement research: Wha…" (2021)). These studies inform the discussion conceptually; their participants and designs differ from those of the present descriptive case study.

METHODS

Design, setting, and data sources

The research adopted a descriptive qualitative field-study approach at SMA YPPK Seminari Petrus van Diepen, Mariat Pantai, Aimas, Sorong Regency. Fieldwork was undertaken in June–August 2022. The manuscript identifies structured in-depth interviews with the vice-principal, Indonesian-language and mathematics teachers, a librarian, students, and boarding supervisors; participant observation; and documentary review. Documents included the school profile, GLS activity records, photographs, and library circulation logs. The number of interviewees, interview protocol, and formal ethics approval were not specified in the source and are not reconstructed here.

Analytic approach

Interview, observation, and documentary materials were descriptively examined to identify activities corresponding to preparation, implementation, monitoring, and follow-up, and to the three GLS components. The circulation figures were transcribed from the school's January–May 2022 records. Frequencies and proportions are reported as descriptive indicators only; no statistical comparison group or standardized literacy assessment was available. As the researcher participated in GLS activities, the possibility of observer involvement shaping the account should be considered.

RESULTS AND DISCUSSION

Preparation, coordination, and access to reading resources

The initiative began with coordination among the principal, library staff, and teachers. At first, a formally constituted School Literacy Team was not in place, and participation depended on voluntary contributions or classroom assignments. Coordination meetings and internal socialization were later used to align teachers' understanding of GLS. Communication with boarding and non-boarding students was organized separately during restricted face-to-face learning. External communication included a promotional video and parent messaging groups.

The school reorganized the library and developed additional reading space with internet access. Books were grouped into instructional and general-reading categories, while students and teachers

contributed creative reading displays and recycled-furniture projects. Donations were sought from alumni, families, government, and nearby organizations. The library still relied on manual circulation and had not fully adopted standardized book classification. These features are important implementation conditions: access to books is necessary, but systematic cataloguing and circulation tracking are also needed for evaluation (Wine et al. (2023); van Hek and Kraaykamp (2023); Kaya et al. (2022)).

Habituation, development, and classroom integration

Reading habituation included approximately 15 minutes of reading at the start of or during lessons. Teachers used textbooks, newspapers, and magazines; some also used oral reading to observe basic fluency. Development activities included weekly reflection notebooks, summaries of religious readings or sermons, diaries, poems, short stories, and student-managed wall magazines. In subject teaching, students interpreted a video about rising cooking-oil prices and discussed causes and possible solutions; mathematics teachers used oral arithmetic practice and physical number-line demonstrations. These activities illustrate attempts to link reading, writing, speaking, and numeracy to learning tasks rather than treating literacy solely as book borrowing (Ahmed et al. (2023); García et al. (2023); Vettori et al. (2024); van Zeijts et al. (2024); Zhan (2023); Borgonovi et al. (2023); Liu and Dong (2023)).

Implementation was uneven. The original account acknowledges that indicators for literacy integration and routine monitoring had not been fully applied across subjects. This distinction matters: observing a reading routine does not by itself establish changes in comprehension or motivation. Prior research similarly differentiates behavioral engagement from reading competence and highlights the need for explicit strategy instruction and sustained support (Webber et al. (2023); van der Sande et al. (2023); Heyne et al. (2023); Merke et al. (2024); Cordero et al. (2023)).

Library borrowing and circulation, January–May 2022

The school enrolled 249 students during 2021/2022, of whom 135 were recorded as having borrowed books at least once. This corresponds to 54.22% of the enrollment. Across the five-month period, 622 books were circulated. Monthly totals were 45, 51, 205, 121, and 200, respectively; consequently, activity was higher in May than in January but did not rise in every successive month. The monthly student-count chart recorded 31, 24, 40, 38, and 65; these are monthly observations and should not be summed to estimate unique borrowers.

Table 1. Library circulation by month, January–May 2022

Indicator	Jan	Feb	Mar	Apr	May	Total
Books circulated	45	51	205	121	200	622

Monthly student counts	31	24	40	38	65	—

Note. Source: School library records, 2022. Monthly student counts may include repeat borrowers across months.

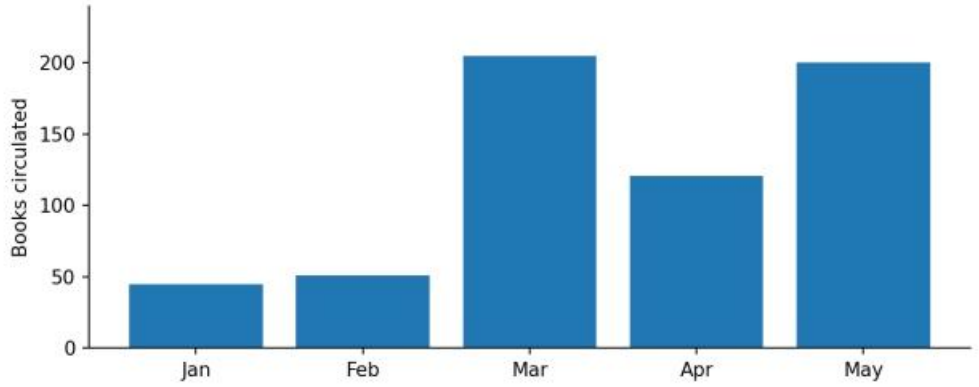


Figure 2. Monthly school-library circulation, January–May 2022.

Note. Reconstructed from the monthly totals in the original school library table; these figures count books, not distinct borrowers.

Table 2. Books borrowed by class and month, January–May 2022

Class	Jan	Feb	Mar	Apr	May
X IPS 1	5	4	16	10	16
X IPS 2	—	—	11	26	7
X IPA 1	1	2	15	2	3
X IPA 2	—	10	25	3	2
XI IPS 1	—	4	6	14	24
XI IPS 2	7	6	10	21	42
XI IPA	7	4	23	38	105
XII IPS 1	2	5	41	5	1
XII IPS 2	6	3	26	1	—
XII IPA	17	13	32	1	—
Total	45	51	205	121	200

Note. Source: SMA YPPK SPvD library, 2022. Dashes indicate blank cells in the original record, not confirmed zeros.

The school attributed greater use of books during the examination period to students' efforts to prepare for assessments. This is a plausible contextual interpretation, but circulation logs alone cannot establish individual motivation, comprehension, or examination-related causation. Literature on reading engagement cautions against conflating frequency of activity with learning gains; research on school library services likewise suggests that access and staffing are enabling conditions rather than direct substitutes for measured outcomes (Webber et al. (2023); van der Sande et al. (2023); Merke et al. (2024); Wine et al. (2023); van Hek and Kraaykamp (2023)).

Implementation implications and study limitations

The evidence supports a conclusion of substantial GLS activity and measurable library use, alongside identifiable organizational gaps. Priority actions include appointing a formal literacy team, standardizing circulation and cataloguing records, coordinating subject-specific reading and writing tasks, and assessing reading comprehension and motivation with appropriate instruments. Research on autonomy support, reading strategy instruction, and library provision provides a rationale for these directions, but the cited studies do not establish the effectiveness of this particular program (Engler and Westphal (2024); Hawrot and Zhou (2024); Heyne et al. (2023); Merke et al. (2024); Wine et al. (2023); García et al. (2023); Vettori et al. (2024)).

The study is limited to one boarding school, uses descriptive qualitative evidence, and lacks a baseline reading-proficiency measure, a comparison school, a documented interview sample size, and longitudinal student-level outcomes. The 54.22% borrowing indicator reflects participation in library circulation rather than verified reading completion. Interview statements in the source were translated and paraphrased here rather than presented as independently authenticated verbatim English quotations.

CONCLUSION AND RECOMMENDATIONS

The School Literacy Movement at SMA YPPK Seminari Petrus van Diepen was implemented through coordination, reading habituation, reflective writing, subject-based literacy activities, and revitalization of the school library. Documentary evidence indicates that 135 of 249 students (54.22%) borrowed books and that 622 books circulated between January and May 2022. These findings support a descriptive assessment of program implementation and participation, not a causal claim that students' reading proficiency improved. The school should establish a formal literacy team, strengthen monitoring, improve library-record systems, and introduce direct measures of reading comprehension, reading motivation, and written expression for subsequent evaluation.

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