

THE INFLUENCE OF COMMUNITY-BASED LITERACY PROGRAMS ON READING INTEREST AND ACHIEVEMENT OF ELEMENTARY SCHOOL STUDENTS

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Abstrak :

Penelitian ini bertujuan untuk mengkaji pengaruh program literasi berbasis komunitas terhadap minat baca dan prestasi akademik siswa sekolah dasar. Fokus utama penelitian ini adalah memahami bagaimana keterlibatan aktif orang tua, guru, dan elemen masyarakat dapat membentuk lingkungan literasi yang berkelanjutan dan berkontribusi pada peningkatan hasil belajar siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei dan analisis regresi berganda untuk mengukur hubungan antara variabel independen (program literasi berbasis komunitas) dan variabel dependen (minat baca dan prestasi siswa). Data dikumpulkan melalui kuesioner yang disebarkan kepada siswa, guru, dan orang tua di beberapa sekolah dasar yang telah mengimplementasikan program literasi berbasis komunitas. Hasil penelitian menunjukkan bahwa program literasi berbasis komunitas secara signifikan meningkatkan minat baca siswa, yang secara tidak langsung berdampak positif pada prestasi akademik mereka. Partisipasi aktif komunitas dalam aktivitas literasi, seperti pojok baca, klub buku, dan sesi mendongeng, memberikan stimulasi positif yang memperkaya pengalaman belajar siswa. Implikasi penelitian ini mengarah pada pentingnya integrasi program literasi ke dalam kurikulum sekolah dan pelibatan komunitas secara berkelanjutan. Penelitian ini memberikan kontribusi teoritis pada literatur tentang literasi anak dan menawarkan rekomendasi praktis bagi sekolah dan pemangku kebijakan pendidikan untuk memperkuat sinergi antara lembaga pendidikan dan masyarakat dalam meningkatkan budaya literasi sejak dini.

Kata Kunci Literasi Berbasis Komunitas, Minat Baca, Prestasi Akademik, Pendidikan Dasar, Partisipasi Masyarakat

Abstract:

This study aims to examine the influence of community-based literacy programs on reading interest and academic achievement of elementary school students. The main focus of this research is to understand how the active involvement of parents, teachers, and community elements can shape a sustainable literacy environment and contribute to improving student learning outcomes. This study uses a quantitative approach with survey methods and multiple regression analysis to measure the relationship between independent variables (community-based literacy programs) and dependent variables (reading interest and student achievement). Data was collected through questionnaires distributed to students, teachers, and parents in several elementary schools that have implemented community-based literacy programs. The results of the study show that community-based literacy programs significantly increase students' interest in reading, which indirectly has a positive impact on their academic achievement. The active participation of the community in literacy activities, such as reading corners, book clubs, and storytelling sessions, provides positive stimulation that enriches the learning experience of students. The implications of this research lead to the importance of integrating literacy programs into the school curriculum and community involvement in a sustainable manner. This research makes a theoretical contribution to the literature on child literacy and offers practical recommendations for schools and education policy makers to strengthen the synergy between educational institutions and the community in improving literacy culture from an early age.

Keywords Community-Based Literacy, Reading Interest, Academic Achievement, Basic Education, Community Participation

How to cite:

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INTRODUCTION

Literacy is one of the fundamental skills that is the foundation in the intellectual and emotional development of individuals (Kumar, et al., 2023). At the elementary school level, literacy not only includes reading and writing skills, but also involves comprehension, analysis, and reflection on the texts read. In this context, community-based literacy programs are an innovative approach that involves various elements of society to strengthen the reading culture among students. Through community involvement, students get positive stimuli from their surrounding environment, including family, teachers, and the community. This approach is in line with Vygotsky's theory of social learning which states that social interaction plays an important role in children's cognitive development (Rubtsov, V. V. 2020; Ghani, et al., 2022; Erbil, D. G. 2020). In addition, Bronfenbrenner's ecological theory emphasizes that the social environment has a significant influence on individual development, including in forming reading habits from an early age.

Although literacy programs have been implemented in various schools, the challenge of increasing students' interest in reading and achievement is still a relevant problem. Based on the 2021 Program for International Student Assessment (PISA) survey, the literacy scores of Indonesian students are still relatively low compared to other countries in Southeast Asia (Darmawan, et al., 2024). This phenomenon shows the need for a more collaborative and contextual literacy approach to answer the challenge of low reading interest and academic achievement of elementary school students.

Previous research shows that community-based literacy programs have great potential in increasing students' interest in reading. Smith and Johnson in the *Journal of Community Literacy* found that active community involvement can increase students' reading frequency by 30% (Mahasneh, et al., 2021; Kim, et al., 2021). However, this study only focuses on the aspect of reading frequency, without measuring its impact on academic achievement. Meanwhile, Chen et al. in the *Educational Psychology Review* showed that social support from the community is able to increase students' intrinsic motivation in reading (Chen, et al., 2023; Shyr, et al., 2021; Chen, et al., 2021). However, this study emphasizes more on psychological factors without exploring their influence on learning outcomes. Garcia and Lopez (2022) in the *International Journal of Educational Research* stated that community-based literacy programs are able to improve students' literacy test results, but this study has not discussed in depth the active participation of parents and their influence on overall academic development (del Socorro Ocampo-Castillo, et al., 2023; Gutierrez-Angel, et al., 2022).

Previous studies have proven that community-based literacy programs can improve students' reading skills and motivation, but there have not been many studies that comprehensively examine the influence of these programs on students' reading interest and academic achievement simultaneously. This research gap is an opportunity to develop studies that integrate community involvement, reading motivation, and students' academic achievement in one complete research framework. By understanding these dynamics more deeply, this study seeks to make an important contribution in developing a more relevant and sustainable literacy intervention model (Radovanović, et al., 2020; Shliakhovchuk, E. 2021; Dawson, et al., 2020).

This study offers novelty by simultaneously examining the influence of community-based literacy programs on reading interest and achievement of elementary school students. Different from previous research, this study explores how the active participation of parents, teachers, and the community can shape a sustainable literacy environment. This research also seeks to develop a literacy intervention model that is integrated with the school curriculum, so that literacy programs are not only an additional activity, but an integral part of the continuous learning process (Minor, C. 2023; Anthonysamy, et al., 2020).

This study aims to empirically test the influence of community-based literacy programs on reading interest and academic achievement of elementary school students. Specifically, this study aims to analyze the extent to which community involvement can increase students' interest in reading, measure the impact of literacy programs on student learning outcomes in core subjects, and develop strategic recommendations for schools and stakeholders to strengthen synergies between communities and educational institutions in building a sustainable literacy culture. With this approach, it is hoped that this research will not only enrich academic literature, but also provide practical solutions for improving the quality of education through community empowerment at the elementary school level (Mustoip, et al., 2024).

RESEARCH METHODS

This study uses a quantitative approach with a quasi-experimental design. This design was chosen to measure the influence of community-based literacy programs on reading interest and achievement of elementary school students. This approach allows researchers to identify cause-and-effect relationships through literacy program interventions in a real environment (Walid, et al., 2024).

The population of this study is grade IV and V students in elementary schools who are involved in community-based literacy programs. The sample was selected using the purposive sampling technique, with the criteria of students who have participated in the literacy program for at least one semester. The number of samples used was 60 students, divided into experimental and control groups.

The instruments used include reading interest questionnaires, academic achievement tests, and literacy activity observation sheets. The questionnaire is compiled based on the Likert scale to measure the dimension of reading interest, while the achievement test refers to the indicator of curriculum achievement. Observation sheets are used to record the frequency and intensity of student participation in community literacy activities (Walid, A., et al., 2024).

The research procedure is carried out in three stages: (1) Pre-intervention, including initial measurement of students' reading interest and achievement; (2) Intervention, in the form of the implementation of a community-based literacy program for 12 weeks, with activities such as reading together, book discussions, and community library visits; (3) Post-intervention, which involves re-measuring reading interest and achievement to evaluate the impact of the program.

The data were analyzed using a t-test to test for significant differences between the experimental and control groups before and after the intervention (Liu, K., et al., 2020). A simple regression analysis is used to measure the contribution of literacy programs to improving student achievement. Data processing is carried out with statistical software to ensure the accuracy of the results.

With this method, the research is expected to provide a strong empirical picture of the effectiveness of community-based literacy programs in increasing reading interest and achievement of elementary school students.

FINDINGS AND DISCUSSION OF RESULTS

Elementary school students' interest in reading through interactive literacy

Through interactive literacy, elementary school students' interest in reading increased significantly (Hendratno, et al., 2022). The following are the results of interviews with several informants including students, teachers, and principals;

I like to read picture stories, because they are more exciting and colorful. Even if there is a quiz after reading, I become more enthusiastic. I also like it when there are friends who tell me about books that I have read, so I am curious (Ssw_a.p-24)

We hold a 'Read Aloud' session where students listen to stories and then discuss. We also take advantage of digital literacy applications that have interactive features, such as word games and educational comics. So every week there is a book presentation session, where students retell the contents of the books they read (Gr_d.rmn-24)

We build a reading corner in each class with age-appropriate books. At school we hold a '15 Minute

Reading Movement' program every morning before the lesson starts. In fact, we also routinely invite children's book writers to inspire students to love reading (Kps_srbmn-24)

Elementary school students' interest in reading increased significantly through interactive literacy. Students feel more enthusiastic when reading colorful illustrated stories, because it makes the reading experience more enjoyable (Mattarima, S. M. U., & Afifi, N. (2024). In fact, the existence of quizzes after reading can increase their enthusiasm. Not only that, when a friend tells you about the book they have read, curiosity arises and encourages students to read more.

Teachers play an active role in developing interactive literacy in the classroom of Rand, M. (K., & Morrow, L. M. 2021). They held a 'Read Aloud' session where students listened to the story and then discussed to understand the content of the reading more deeply. The use of digital literacy applications equipped with interactive features, such as word games and educational comics, further enriches the students' literacy experience. Every week, students are given the opportunity to do a book presentation, where they retell the contents of the book they have read, practicing their communication skills and memory.

The school also fully supports the strengthening of this literacy culture. A reading corner is built in each classroom, equipped with books that are suitable for the age of the students. The '15 Minutes Reading Movement' program is carried out every morning before the lesson starts, becoming a positive habit that instills a love of reading from an early age. In addition, the school regularly invites children's book authors to share stories and inspire students to be more fond of reading. All of these efforts show that interactive literacy not only increases reading interest, but also builds a fun and memorable learning environment for elementary school students (Chuang, C., & Jamiat, N. 2023).

Strengthening Literacy through Collaboration between Schools, Families, and School Committees

Strengthening literacy is one of the main focuses of schools in improving the quality of education (Marsidin, S. 2022). Through collaboration between schools, families, and school committees, this effort is expected to be able to create a sustainable literacy culture.

1. **Role of the School:** The school actively holds various literacy programs, such as joint reading sessions, short story writing competitions, and the provision of reading corners in each class. Teachers also routinely give assignments that encourage students to explore reading outside the textbook, such as making a summary of the book or retelling the contents of the book orally.
2. **Family Involvement:** Parents are involved in supporting reading habits at home. Through the 'Buku Pulang' program, students bring books from the school library to read with their families. In addition, the school holds parenting workshops that teach storytelling techniques and how to create a fun reading atmosphere at home.
3. **School Committee Contribution:** The school committee plays a role in the procurement of literacy facilities, such as book donations and the organization of annual literacy events. They also initiated the 'Parents Read' program, where parents take turns reading stories in class as a form of direct support for literacy culture.

The collaboration between the school, family, and school committee has proven to be effective in strengthening students' interest in reading. Students become more enthusiastic about participating in literacy activities, and their critical thinking skills develop as reading intensity increases. The role of parents and school committees is not only as a support, but also as an integral part of the literacy education process (Burbules, et al., 2020).

Strengthening literacy through this collaboration can continue to be developed by expanding programs, such as holding a 'Student Book Club' or inviting local authors to share inspiration. With strong synergy between schools, families, and school committees, a strong literacy culture can be formed, creating a generation that loves to read and has broad insights (Thomson, P. 2020).

Strengthening literacy is one of the main focuses of schools in improving the quality of education. Through collaboration between schools, families, and school committees, this effort is expected to be able to create a sustainable literacy culture and stimulate students to

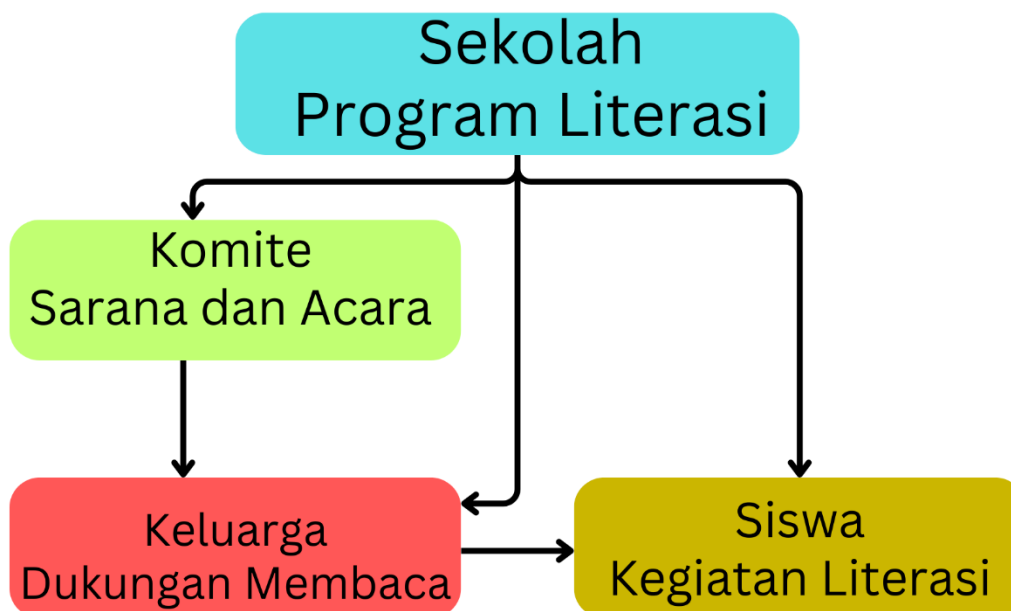
be more active in reading and critical thinking activities.

The school serves as a learning center that provides various literacy programs, ranging from reading sessions, short story writing competitions, to the provision of reading corners in each class. Teachers also integrate literacy activities into the teaching and learning process, such as giving assignments to make book summaries or oral presentations of reading content.

Family involvement is an important pillar in strengthening students' reading habits outside the school environment (Ahmad, et al., 2020). Through the 'Buku Pulang' program, students bring books from the library to read with their families. The school also holds parenting workshops that teach storytelling techniques and how to create a warm and fun reading atmosphere at home.

Meanwhile, the school committee acts as a liaison that supports the sustainability of literacy programs. They raised book donations, held annual literacy events, and initiated the 'Parents Read' program, where parents take turns reading stories in class. This step not only strengthens the relationship between school residents, but also instills a love of reading in students from an early age.

Chart 1. Concept of Interactive Literacy Activities



The collaboration between these three elements has proven to be effective in increasing students' enthusiasm for literacy activities. They are more enthusiastic about participating in various activities, and their analytical skills develop significantly as the frequency of reading increases.

To reinforce the results achieved, schools can expand literacy programs by holding 'Student Book Clubs' or inviting local authors as resource persons. With the continued synergy between schools, families, and school committees, a strong literacy culture can continue to grow, creating a generation that is not only fond of reading, but also has broad insights and deep critical thinking skills (Darling-Hammond, et al 2020).

Student academic achievement

To measure students' academic achievement through their learning outcomes in various subjects. Data was collected through assessment of test results, teacher observations, and brief interviews with students.

Table 1. The Effect of Interactive Literacy on Student Learning Outcomes

Student Name	Mathematics	Indonesian Language	IPA	IPS	Average
Sudiades	85	90	88	82	86.25
Kholifatul Ummah	78	84	80	79	80.25

Khoirun Nisa	92	88	94	90	91
Zahid	75	80	78	76	77.25
Rismawati	88	85	89	84	86.5

Based on survey data, students who show higher learning outcomes are generally active in class discussions and take advantage of study time in the school library. The highest average score is achieved in science subjects, while the lowest score tends to appear in social studies.

Students also revealed that they are more motivated to learn if there is an appreciation for the results of their hard work, such as an award for an outstanding student or the announcement of the best grades in class.

Students' academic achievement can be further improved through interactive and collaborative learning methods. Strengthening numeracy literacy, enriching teaching materials, and involving parents in supporting the learning process can be effective strategies to optimize student potential (Moruk, S., & Sulisworo, D. 2024).

Students' academic achievement is a reflection of the success of the learning process that takes place at school. To measure this achievement, data collection is carried out through assessment of exam results, teacher observations, and short interviews with students. Through this approach, the complete picture of student learning development can be seen clearly.

Based on the results of the survey, it was found that students who were active in class discussions and diligently used library facilities tended to have higher achievements. For example, Khoirun Nisa obtained the highest average score of 91, with a prominent score in the science subject of 94. On the other hand, social studies subjects tend to be a challenge for some students, with a lower average score than other subjects.

Students' enthusiasm for learning is also influenced by their appreciation for their efforts. Many students reveal that they are more enthusiastic about learning when there is an award, such as the announcement of outstanding students or recognition of the highest grades. This appreciation is a positive trigger that encourages students to continue to strive to achieve the best results.

To optimize students' academic achievement, schools can develop more interactive and collaborative learning methods. Strengthening numeracy literacy, enriching teaching materials, and involving parents in the educational process are strategies that can enrich students' learning experiences. With these efforts, students' academic potential can develop to the maximum, forming a smart and highly competitive generation.

The results of the study show that interactive literacy has a significant impact on increasing the reading interest of elementary school students. Students feel more enthusiastic when reading colorful illustrated stories, because attractive visuals can make the reading experience more enjoyable. The quizzes given after reading are also a motivating factor, because students feel challenged and motivated to understand the content of the reading more deeply.

In addition, interaction between students in the form of retelling about the books they have read also builds curiosity and a desire to explore more reading. This process not only broadens students' horizons, but also trains their communication skills and memory. In this context, literacy is no longer an individual activity, but a social activity that strengthens connections between students.

The role of teachers is very crucial in developing interactive literacy in the classroom. Through the 'Read Aloud' session, students can enjoy stories collectively, followed by discussions to delve into the content of the reading. The use of digital literacy applications equipped with interactive features, such as word games and educational comics, enriches the literacy experience and makes the learning process more dynamic. The book presentation sessions held every week are a forum for students to share their understanding, strengthen their confidence, and hone their critical thinking skills.

The school's support for literacy culture is also very visible through various initiatives carried out. The reading corner in each class provides easy access to age-appropriate books, while the '15 Minutes of Reading Movement' programme which is held every morning forms

a sustainable positive habit. More than that, the presence of regularly invited children's book authors is able to inspire students and introduce them to the creative process behind writing books (Al-Bataineh, A., & Gallagher, K. 2021).

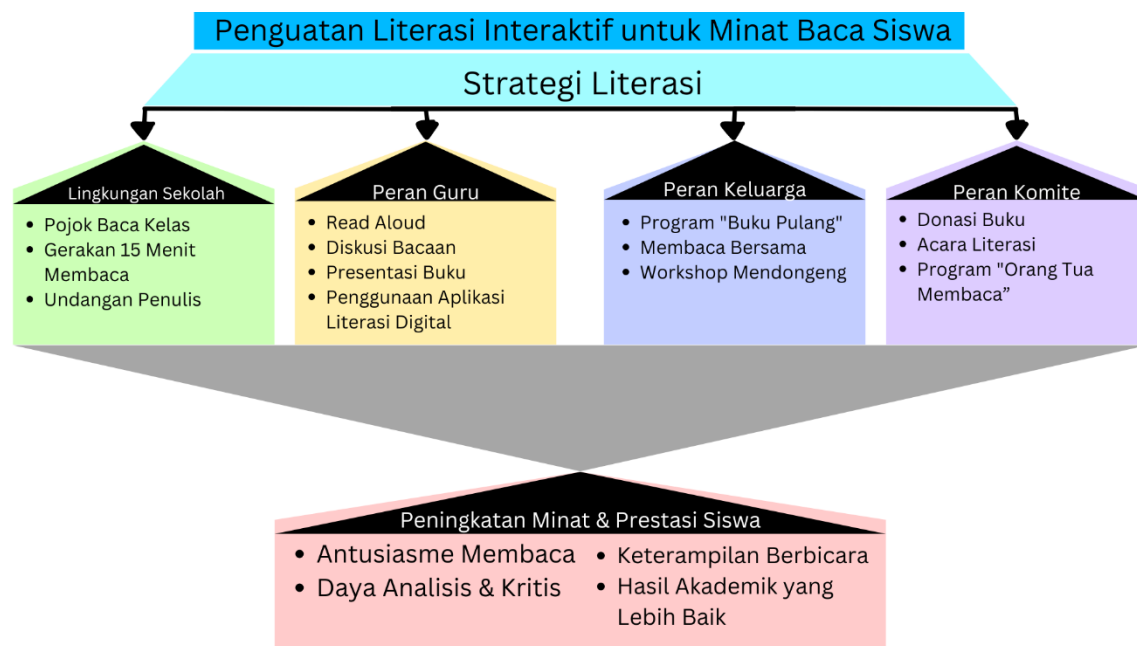
Collaboration between schools, families, and school committees is a key factor in strengthening this literacy culture. The 'Buku Pulang' program allows students to bring books home to read with their families, creating a literacy discussion space that engages parents. Parenting workshops that teach storytelling techniques and how to create a fun reading atmosphere further strengthen the emotional connection between parents and children through reading activities.

The school committee plays an active role in providing facilities and infrastructure that support the strengthening of literacy. They raised book donations, held an annual literacy event, and initiated the 'Parents Read' program, where parents took turns reading stories in class. This involvement shows that literacy is a shared responsibility that requires synergy from various parties to create a conducive learning environment.

With all the efforts that have been made, the academic performance of students shows a significant improvement. Students who are actively involved in literacy activities tend to show better learning outcomes, especially in subjects that require reading comprehension and in-depth analysis (Kim, J. S., et al., 2021). The appreciation given by the school, such as awards for outstanding students, is a trigger for enthusiasm that encourages students to continue to strive to achieve the best results.

To reinforce the results already achieved, schools can develop advanced programs, such as 'Student Book Clubs' or discussion sessions with local authors to broaden students' horizons about the world of literacy. With maintained synergy between schools, families, and school committees, a strong literacy culture can continue to grow, creating a generation that is not only fond of reading, but also has the ability to think critically, creatively, and insightfully (Japar, et al., 2023).

Chart 2. Interactive Literacy Strengthening Activities



The results show that interactive literacy has a significant positive impact on the increase in reading interest of elementary school students. These findings have broad beneficial implications for the development of educational strategies, both in terms of curriculum, teaching methods, and the formation of a sustainable literacy culture.

In the context of learning, interactive literacy can be integrated into various subjects through activities that involve visual, auditory, and kinesthetic elements (Rini, et al., 2020). For example, teachers can hold 'Read Aloud' sessions followed by open discussions, encouraging students to express their understanding and opinions. The use of digital literacy applications equipped with educational word games and comics can also enrich the learning

experience, making reading activities more fun and meaningful.

In addition, schools can strengthen literacy programs by building reading corners in each classroom, providing a variety of books that are suitable for students' ages and interests. Programs such as the '15 Minutes of Reading Movement' before the lesson starts can be made a daily habit to instill a love of reading from an early age. The presence of children's book authors who are regularly invited to school can also be an inspiration for students to continue exploring the world of literacy.

Collaboration between schools, families, and school committees is the key to the sustainability of this program (Mahoney, et al., 2021). Parents can be involved through the 'Buku Pulang' program, which allows students to bring books home to read with their families. Schools can also provide training for parents on storytelling techniques and how to create a fun reading environment at home. Meanwhile, school committees can support the procurement of literacy facilities, such as book donations or organizing annual literacy events involving the entire education ecosystem (Phala, T. A., & Hugo, A. 2022).

With a strong synergy between schools, families, and communities, interactive literacy is not only a means of increasing reading interest, but also a foundation for building students' critical thinking skills, imagination, and communication skills. The consistent integration of interactive literacy in the educational environment will create a young generation who loves to read, has broad insights, and is ready to face future challenges with an open and creative mind.

CONFESSION

This study has limitations in the scope of the sample that is limited to certain elementary schools, so the results may not be fully representative of the broader context. In addition, the quantitative approach used can reduce the depth of exploration of qualitative aspects related to community social dynamics in supporting student literacy. However, this limitation does not reduce the validity of the findings that show the positive influence of community-based literacy programs on reading interest and academic achievement. For further research, it is recommended to adopt a mixed method and expand the research sample in order to strengthen the generalization of results and enrich the understanding of contextual factors that affect the effectiveness of literacy programs.

CONCLUSION

Based on the results of the research, community-based literacy programs are proven to have a positive influence on increasing reading interest and academic achievement of elementary school students. The active involvement of parents, teachers, and community elements creates an environment that supports the development of a sustainable literacy culture. Through intense social interaction and synergy between the community and educational institutions, students are not only encouraged to read more often, but also show a significant improvement in their understanding of core learning materials. The program reinforces Vygotsky's theory of social learning and Bronfenbrenner's developmental ecology, which emphasizes the importance of environmental factors and social support in accelerating children's cognitive development.

As an implication, schools and education policymakers are advised to systematically integrate community-based literacy programs into the curriculum. Training for teachers and community facilitators is crucial to ensure the sustainability of this program. More broadly, the results of this research can be the basis for the development of national policies related to improving literacy culture from an early age. For future studies, it is recommended that research be conducted over a longer period of time and involve more contextual variables, such as the role of technology or family economic factors, in order to improve the limitations of this study and enrich the understanding of the most effective literacy strategies for primary school students.

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