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ANALYSIS OF THE APPLICATION OF STUDENT LITERACY IN STATE ELEMENTARY SCHOOLS IN BANGGAI DISTRICT, BANGGAI LAUT REGENCY

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ABSTRACT

This study aims to analyze: (1) the reading literacy ability of students in State Elementary Schools in Banggai District, Banggai Laut Regency; (2) the literacy ability of students in State Elementary Schools in Banggai District, Banggai Laut Regency; (3) the literacy ability of students to listen and speak in State Elementary Schools in Banggai District, Banggai Laut Regency; (4) The use of Learning Resources in supporting student literacy; and (5) the habituation of student literacy in the elementary school environment. This study uses a quantitative approach with a descriptive type of research. The research population is all teachers of State Elementary Schools in Banggai District, Banggai Laut Regency, which totals 116 people. The research sample of 86 teachers was determined using the Harry King Nomogram with a confidence level of 95% and proportional random sampling techniques. The data collection technique was carried out through questionnaires, observations, and interviews, while the data analysis technique used descriptive statistical analysis. The results of the study show that: (1) students' reading literacy ability is in the effective category; (2) students' writing literacy skills are in the category of being quite effective to effective; (3) students' listening and speaking literacy skills are in the effective category; (4) The use of Learning Resources in supporting student literacy is in the category of being quite effective; and (5) the habituation of literacy of students in elementary school is in the effective category. The findings of this study confirm that the implementation of student literacy in State Elementary Schools in Banggai District, Banggai Laut Regency in general has gone well, but it still needs to be strengthened in the aspect of the Use of Learning Resources and the consistency of literacy habituation so that the literacy culture can develop sustainably.

KEYWORDS: student literacy, reading literacy, writing literacy, literacy habituation, elementary school.

INTRODUCTION

Literacy is a fundamental skill that plays a strategic role in developing the quality of human resources at the primary education level (Amelia et al., 2024). Literacy skills include not only technical reading

and writing skills, but also critical understanding and use of information to solve problems in daily life (Pertiwi & Juansah, 2024). The results of the PISA survey show that the reading literacy of Indonesian students is still below the OECD average, which indicates the need for efforts to improve literacy in elementary schools (Prawira et al., 2024).

As a policy response to the condition of low literacy, studies show that the implementation of the School Literacy Movement (GLS) has a positive impact on students' reading interest and reading skills (Lestari & Astuti, 2023). Other research shows that GLS can increase students' reading interest through various activities such as regular reading habits and the provision of reading corners (Andriana et al., 2023). However, obstacles such as limited reading materials, lack of teacher training, and family support are still obstacles in the implementation of literacy in elementary schools.

Previous research has shown that the implementation of structured literacy can improve the reading and science literacy skills of elementary school students (Juliana et al., 2024). The integration of literacy in learning has been proven to be more effective than literacy which is carried out only as an additional activity outside of formal learning hours. However, most of these studies were conducted in urban areas or schools with adequate resources, so the picture of literacy implementation in challenging geographic areas, such as archipelago, is still limited.

This research is based on literacy theory which sees literacy as a social practice influenced by the environmental context and availability of resources. Recent literature studies emphasize that the implementation of the literacy movement needs to pay attention to the role of the family and the environment as the main supporters of children's literacy development. The novelty of this research lies in its focus on archipelago areas that have different geographical challenges, learning resources, community support, and access to technology compared to the mainland.

This study focuses on the analysis of the application of student literacy in State Elementary Schools in Banggai District, Banggai Laut Regency. The purpose of this study is to analyze students' literacy ability to read, write, listen, and speak, the use of learning resources to support student literacy, and literacy habituation in elementary schools. The results of this study are expected to provide a comprehensive overview of the implementation of literacy in the archipelago and become the basis for effective and sustainable literacy strengthening strategies.

RESEARCH METHODS

This study uses a type of explanatory quantitative research, which is research that aims to explain phenomena objectively through the collection and analysis of numerical data (Waruwu et al., 2025). The quantitative approach was chosen because it allows researchers to obtain a measurable and systematic picture of the application of student literacy in State Elementary Schools in Banggai District, Banggai Laut Regency. Through this approach, the factors that support and hinder the implementation of literacy can be analyzed in detail and structured.

The research design used is a quantitative descriptive design, which focuses on exposing real conditions based on the results of measurements of research variables without manipulating treatments (Mastur et al., 2025). This design is used to describe the level of literacy implementation of students, literacy strategies implemented by teachers, and the use of learning resources and literacy habituation in the elementary school environment. Quantitative descriptive design is considered relevant for educational research that aims to comprehensively map factual conditions in the field.

Participants in this study were all teachers of State Elementary Schools in Banggai District, Banggai Laut Regency, totaling 116 people. The sample was determined using a simple random sampling technique in proportion, so that each teacher has the same opportunity to be selected as a respondent (Waruwu et al., 2025). Based on calculations using Harry King Nomogram with a 95% confidence level, a sample of 74% of the population was obtained, namely 86 teachers taken proportionally from each school. This sampling technique was chosen to maintain the representation of the sample to the research population.

The instruments and data collection techniques in this study include questionnaires, observations, and interviews. The questionnaire is used as the main instrument to collect quantitative data on the application of student literacy, which is compiled in the form of a closed statement on the Likert scale. The questionnaire measures literacy skills in reading, writing, listening and speaking, the use of learning resources, and literacy habituation in schools. The use of questionnaires is considered effective for obtaining large amounts of data efficiently and systematically. In addition to questionnaires, structured observations were carried out to obtain factual data on literacy facilities and literacy practices in schools, while semi-structured interviews with school principals were used to explore supporting information related to policies, strategies, and obstacles to literacy implementation. The data analysis technique used is descriptive statistical analysis, which is by calculating the average score and percentage for each literacy indicator studied (Mastur et al., 2025). The data obtained from the questionnaire was analyzed using average and percentage formulas to determine the level of literacy implementation of students based on the classification that has been determined, ranging from the very good to bad category. This analysis aims to present data in a clear, objective, and easy-to-understand manner, so that it can provide a comprehensive picture of the conditions of literacy implementation in elementary schools.

This research was carried out in State Elementary Schools in Banggai District, Banggai Laut Regency from August 2025 to November 2025. The research stages include initial observation, preparation and validation of instruments, data collection, data analysis, as well as the preparation of conclusions and reporting of research results. This time span is considered adequate to obtain accurate and in-depth data in accordance with the research objectives.

RESEARCH RESULTS

This study analyzes the application of student literacy in elementary schools in Banggai Laut District by involving teachers and principals as respondents. The focus of the research includes five indicators, namely reading, writing, listening and speaking ability, the use of learning resources, and students' literacy habituation which can be explained as follows:

Literacy Ability of Students at SDN Se Banggai Laut District

Yes	Statement	Score	Presentase %	Criteria
1	Routinely read various teaching materials before carrying out the learning process in class.	378	88%	Good
2	Trying to update my knowledge through reading activities	376	87%	Good
3	Read the students' teaching materials thoroughly before using them in learning activities.	368	86%	Good
4	Guiding students to relate the content of the text to their personal experiences to make it easier to understand.	377	88%	Good
5	Assess students' ability to understand texts through activities to retell the content of the reading in their own language.	358	83%	Good
6	Help students draw conclusions based on the information expressed and implied in the text.	367	85%	Good
7	Provide regular exercises to students to discover the main ideas of different types of reading texts.	361	84%	Good
8	Exemplify how to find the main idea through reading activities together in class.	367	85%	Good
9	Use reading strategies such as concept maps or summaries to help students.	359	83%	Good
10	Routinely guide students to understand the content of reading in literacy activities at school.	372	87%	Good
11	Directing students to respond to reading through discussions or questions and answers in literacy activities.	351	82%	Good
12	Reflecting on and improving the implementation of literacy activities to improve students' reading skills	365	85%	Good
	Average Amount	367	85%	Good

Based on the data in the table, it can be explained that the role of teachers in the implementation of reading literacy is in the good category, with an average score of 367 and a percentage of 85%. This shows that most teachers have implemented reading literacy practices consistently and in a targeted manner in the learning process. Teachers routinely read various teaching materials before learning and try to update knowledge through reading activities, which is reflected in the high percentage in the first and second statements.

Students' Writing Literacy Skills at SDN Se Banggai Laut District

No	Statement		Presentase %	Criteria
1	Often involve students in weekly writing activities.	349	81%	Good
2	Provide special time for writing exercises in class.	345	80%	Good
3	Encourage students to write different types of texts regularly.	350	81%	Good
4	Guiding students to arrange the structure of the writing logically and concisely.	353	82%	Good
5	Assess students' ability to organize ideas in each writing.	355	83%	Good
6	Teach how to develop paragraphs systematically.	351	82%	Good
7	Emphasizing the importance of using spelling according to the rules of the Indonesian language.	368	86%	Good
8	Provide feedback on spelling errors in students' writing.	371	86%	Good
9	Train students to pay attention to punctuation and capital letters correctly	384	89%	Good
10	Familiarize students to revise the writing based on the input given.	361	84%	Good
11	Facilitate writing revision activities before the final assessment stage.	363	84%	Good
12	Help students improve the content and language in writing revision	368	86%	Good
		359,8333	84%	Good

Based on the data in the table, it can be explained that the implementation of writing literacy by teachers is in the good category, with an average percentage of 84%. This shows that writing activities have become an important and integrated part of the learning process in the classroom. Teachers consistently engage students in writing activities each week as well as provide dedicated time for writing practice, so that students have adequate opportunities to develop their writing skills.

Literacy Ability to Listen and Speak Students

No	Statement	Shoes	Presentase %	Criteria
1	Understand the content of the messages conveyed by students during the learning process.	361	84%	Good
2	Be able to capture students' intentions and objectives when expressing their opinions.	372	87%	Good
3	Understand the context of student conversations both in discussions and class questions and answers.	373	87%	Good
4	Provide responses according to the content of the information submitted by students in class.	371	86%	Good
5	Respond to students' questions with clear explanations that are relevant to the material.	378	88%	Good
6	Respond to students' opinions openly to reinforce their understanding	385	90%	Excellent
7	Actively interact with students in any discussion or presentation activity.	382	89%	Good
8	Always motivate yourself to speak actively in various learning activities.	382	89%	Good
9	Actively participate in question and answer activities to create an interactive learning atmosphere.	382	89%	Good
10	Able to convey learning ideas clearly and easily understood by students.	371	86%	Good
11	Reveal new ideas to increase student engagement in learning.	365	85%	Good
12	Able to convey ideas systematically so that students understand the learning objectives.	358	83%	Good
	Average Amount	373,	87%	Good

Based on the data in the table, it can be explained that teachers' oral literacy skills in the context of learning are in the good category, with an average percentage of 87%. These findings show that teachers have adequate ability to understand the message, purpose, and context of student conversations during the learning process, both in discussion and question and answer activities in the classroom.

The Use of Learning Resources to Support Student Literacy

No	Statement	Shoes	Presentase %	Criteria
1	Choose learning resources that match students' learning objectives	378	88%	Good
2	Adapting learning resources to the characteristics and needs of students.	367	85%	Good
3	Consider the relevance of the learning resource to the material being taught.	360	84%	Good
4	Using textbooks as the main reference in learning activities.	368	86%	Good
5	Directing students to understand concepts through school textbooks.	367	85%	Good
6	Combining textbook content with other learning resources to enrich the material.	367	85%	Good
7	Help students relate information from a variety of different learning sources.	363	84%	Good
8	Stimulating students to compare data from books and digital media.	353	82%	Good
9	Directs students to integrate information in order to understand concepts thoroughly.	359	83%	Good
10	Encourage students to seek additional learning resources independently.	365	85%	Good
11	Guiding students to be able to learn without always depending on teachers.	364	85%	Good
12	Provide opportunities for students to manage their learning time with their own responsibility.	372	87%	Good
	Average Amount	365	85%	Good

Based on the data in the table, it can be explained that teachers' ability to utilize and manage learning resources is in the good category, with an average percentage of 85%. This shows that teachers have been able to choose and adjust learning resources that are relevant to learning objectives as well as the characteristics and needs of students. The use of textbooks as the main reference for learning remains an important foundation, but teachers also show efforts to integrate textbooks with various other learning resources to enrich the material.

Student Literacy Habituation at SDN Se Banggai Laut District

No	Statement	Shoes	Presentase %	Criteria
1	Ensure the availability of reading corners in each class.	362	84%	Good
2	Utilizing the school library to support student literacy activities.	361	84%	Good
3	Prepare reading materials according to the student's ability level.	368	86%	Good
4	Guiding students to do reading activities every morning.	362	84%	Good
5	Provide special reading time before learning activities begin.	371	86%	Good
6	Assess students' activeness in routine reading activities in class.	365	85%	Good
7	Be an example in reading habits for students.	371	86%	Good
8	Participate in school literacy activities with fellow teachers.	369	86%	Good
9	Help students understand the content of the reading through class discussions	367	85%	Good
10	Communicate with parents to cultivate the habit of reading at home	363	84%	Good
11	Encourage parents to provide reading materials in the family environment.	355	83%	Good
12	Involve parents in school literacy activities.	338	79%	Good
13	Record the development of students' literacy habits every week.	347	81%	Good
14	Evaluate literacy activities with the school team.	346	80%	Good
15	Follow up on the results of the evaluation to improve students' literacy habits	354	82%	Good
16	Average Amount	360	84%	Good

Based on the data in the table, it can be explained that the implementation of literacy support facilities and participation in schools is in the good category, with an average percentage of 84%. This shows that teachers and schools have consistently provided literacy facilities, such as reading corners in each classroom and the use of libraries, as well as preparing reading materials that are in accordance with students' abilities.

Summary of Overall Indicator Scores

No	Indicator	Shoes	Presentase	Criteria
1	Reading ability	367	85%	Good
2	Writing skills	360	84%	Good
3	Listening and speaking skills	373	87%	Good
4	Use of Learning Resources	365	85%	Good
5	Literacy habituation	360	84%	Good
Average Score		365	85%	Good

The recapitulation of the variable analysis of the application of student literacy in elementary schools in Banggai District, Banggai Laut Regency is in the good category with a percentage of 85%.

DISCUSSION

Reading Literacy Ability of Students at SDN Se Banggai Laut District

The reading literacy skills of students in elementary schools in Banggai Laut District have been applied consistently and directed through the active role of teachers in preparing teaching materials, guiding text comprehension, and implementing systematic reading strategies. The achievement of the dominant good and excellent categories in each indicator shows that reading literacy practice has been effective in improving reading comprehension, the ability to find main ideas, and student involvement in literacy activities. This finding is in line with the research of Nafi'ah & Nurhidayati (2025) which confirms that the habituation of literacy in a sustainable manner contributes significantly to improving students' reading skills. The results of this study also support the findings of Santoso and Wijaya (2019) who stated that teacher readiness, the use of text comprehension strategies, and the association of reading with student experience can increase the effectiveness of reading learning and students' analytical power. Thus, the results of this study strengthen empirical evidence that reading literacy designed in a structured and contextual manner is a key factor in strengthening the academic competence of elementary school students.

The implications of the findings of this study show that systematic reading literacy practices need to be maintained and developed through the support of school principals' leadership, teachers' continuous reflection, and the use of diverse learning resources so that literacy culture can grow sustainably (Nurhadi, 2023). In addition, students' active involvement in reading, discussing, and concluding reading needs to be strengthened to develop their critical and analytical thinking skills (Hidayat & Nugroho, 2018). However, this study has limitations because it only focuses on one sub-district and uses descriptive quantitative data, so generalization of research results to other regions with different characteristics needs to be done carefully. In addition, this study has not explored in depth the variation in individual reading ability of students, so follow-up research with a mixed approach or longitudinal study is recommended to obtain a more comprehensive picture of the development of students' reading literacy.

Literacy Ability Includes Students at SDN Se Banggai Laut District.

The writing literacy ability of students at SDN in Banggai Laut District is in the good category with an average achievement of 84%, which reflects that writing literacy practices have been implemented systematically and sustainably. Students' involvement in routine writing activities, teachers' guidance in compiling writing structures, and attention to technical aspects of writing such as spelling and punctuation contribute positively to improving the quality of students' writing. These findings are in line with the view of Graham and Harris (2018) who stated that writing literacy focuses not only on technical skills, but also on the ability to think critically and organize ideas logically. In addition, the results of this study support the findings of Jones et al. (2019) who affirm that structured and scheduled writing exercises are able to increase students' motivation, consistency, and cognitive ability in systematically composing ideas. Thus, the results of this study strengthen empirical evidence that a planned and reflective approach to writing learning has a significant impact on strengthening the writing literacy of elementary school students.

The implications of the findings of this study show that writing learning needs to be continuously developed through an interactive approach that emphasizes providing feedback, writing revision, and individual guidance so that students are able to develop optimal reflective and self-evaluation skills (Rahman & Ardi, 2023). Writing literacy practices that are integrated into learning also have the potential to encourage the development of students' high-level thinking skills, such as information analysis and synthesis (Nugroho & Wulandari, 2022). However, this study has limitations because it is only conducted in one sub-district area and uses a descriptive quantitative approach, so it has not yet described in depth the variation in individual students' writing ability. Therefore, follow-up research with a qualitative approach or mixed methods is recommended to explore the learning process of writing and the development of students' abilities more comprehensively.

Literacy Ability to Listen and Speak Students

The literacy ability of students in elementary schools in Banggai Laut District is in the good category with an achievement percentage of 87%, which reflects the high involvement of students in verbal interaction during the learning process. Students are able to understand verbal messages, capture the intent of communication, and actively participate in discussions and questions and answers in class. These findings confirm that listening and speaking skills play an important role in supporting the effectiveness of learning communication between teachers and students. The results of this study are in line with Richards & Schmidt (2018) who emphasized that the ability to listen and interpret the meaning of conversation is the main foundation of effective oral literacy and social interaction. In addition, students' active participation in discussions and teachers' ability to respond contextually supports Brown's (2020) view that responsive oral interaction can meaningfully improve students' critical thinking skills and understanding.

The implications of these findings show that learning that encourages students' active participation in listening and speaking needs to be continuously developed through dialogical strategies, guided discussions, and clear and relevant teacher responses so that students' oral communication skills are

optimal (Hattie, 2020). The ability of teachers to convey ideas systematically and facilitate meaningful dialogue also contributes to the creation of an interactive and inclusive learning environment. However, this study has limitations because the measurement of listening and speaking literacy is still quantitative descriptive and has not explored in depth the quality of individual students' verbal interactions. Therefore, follow-up research with a qualitative approach or in-depth observation is recommended to gain a more comprehensive understanding of the dynamics of students' verbal communication in the classroom.

The Use of Learning Resources in Supporting Student Literacy

The use of learning resources in supporting student literacy in elementary schools in Banggai Laut District is in the good category with an achievement percentage of 85%, which indicates that teachers have utilized learning resources optimally and are responsive to student needs. Teachers are able to choose relevant learning resources, adapt them to the characteristics of students, and combine textbooks with other learning resources to enrich students' understanding. This finding is in line with the view of Tomlinson (2018) who affirms that the right learning resources play an important role in developing students' literacy and critical thinking skills. The results of this study also support the findings of Hidayat & Wijaya (2019) who stated that the selection and adjustment of learning resources that are in accordance with students' abilities can increase reading interest, material understanding, and literacy learning effectiveness. Thus, the use of diverse and relevant learning resources has been proven to strengthen student involvement and support more meaningful literacy.

The implications of this study's findings suggest that teachers need to continue to develop the ability to integrate various learning resources, both print and digital, as well as encourage students to connect and critically evaluate information from various sources as part of 21st century literacy (Mustofa & Sutrisno, 2024). In addition, encouraging learning independence and student learning time management are important aspects to build functional and sustainable literacy (Purwanto & Suhendi, 2022). However, this study has limitations because it has not explored in depth the quality of the use of digital learning resources and the variations in their use in each school. Therefore, follow-up research with a qualitative approach or comparative study is recommended to examine in more detail the effectiveness of the use of technology-based learning resources in supporting student literacy in the archipelago.

Student Literacy Habituation at SDN Se, Banggai Laut District

The habituation of student literacy in elementary schools in Banggai Laut District has been carried out systematically and structured through the provision of literacy facilities, daily reading routines, teacher examples, and periodic evaluation of literacy activities. The high percentage of assessments on the indicators of the availability of reading corners, the implementation of reading before learning, and teacher involvement reflect that literacy has become part of school culture. These findings are in line with the view of Sunhaji et al., (2022) who affirm that consistent literacy habituation plays an important role in shaping students' reading interests and literacy skills in a sustainable manner. The results of this study also support the findings of Laksono & Retnaningdyah (2018) who stated that a learning

environment rich in literacy and teacher exemplary is able to increase student involvement in reading activities. Thus, literacy habituation in elementary schools has proven to be effective when carried out in a planned manner and involves all school residents.

The implications of the findings of this study show that literacy habituation needs to be strengthened through cooperation between schools and parents, the selection of reading materials that are in accordance with the level of students' ability, and the follow-up of the results of the evaluation of literacy activities so that the program runs adaptive and sustainable (Saadati & Sadli, 2019). Literacy evaluations that are carried out regularly allow schools to adjust habituation strategies to the actual needs of students, so that the quality of literacy programs can continue to be improved (Kartikasari & Nuryasana, 2022). However, this study has limitations because it has not explored in depth the variation in literacy habituation at the family level and the long-term impact of these habituation on students' academic achievement. Therefore, follow-up research with a longitudinal approach or family-based studies is recommended to gain a more comprehensive understanding of the sustainability of students' literacy culture.

CONCLUSION

This study shows that student literacy in elementary schools in Banggai Laut District, which includes reading, writing, listening and speaking literacy, the use of learning resources, and literacy habituation, is in the good category and is implemented systematically and sustainably. The practice of reading and writing literacy is supported by the active role of teachers through structured learning strategies, text comprehension guidance, regular writing exercises, and providing feedback that encourages students' critical and analytical thinking skills. Listening and speaking literacy also showed positive outcomes with high student involvement in verbal interaction and contextual teacher responses. In addition, the use of relevant and diverse learning resources, as well as literacy habituation through the provision of facilities, reading routines, teacher examples, and periodic evaluations, have formed a learning environment conducive to strengthening literacy culture in elementary schools.

The contribution of this research to the development of science lies in presenting a comprehensive empirical picture of the literacy practices of elementary school students in the archipelago, especially with an explanatory approach based on descriptive quantitative data. This research strengthens the literature review on the importance of integrating various aspects of literacy simultaneously, ranging from receptive and productive language skills to the management of learning resources and literacy habituation as a school culture. Thus, the results of this study make a conceptual and practical contribution to the development of a contextual and sustainable elementary school literacy model.

Based on the findings of the study, it is recommended that further research develop more diverse methodological approaches, such as mixed methods or longitudinal studies, to examine the development of students' literacy individually and over the long term. In addition, further research is recommended to explore in more depth the role of the family, the use of digital learning resources, and the dynamics of literacy in archipelagic areas or regions with special geographical characteristics. A unique recommendation from this study is the need for an integrative study that links literacy

habitation in schools with literacy practices at home and in the community, so that the development of student literacy culture can be understood holistically and sustainably.

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