

The Influence of Library Material Availability and Teacher Roles on School Literacy Movement Implementation: A Quantitative Study at SMA Negeri 2 Ponorogo

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DOI: 10.30742/tb.v10i2.5905

Received: 3 September 2026

Revised: 4 September 2026

Accepted: 14 September 2026

ABSTRACT

Research Objective. Low literacy levels in Indonesia remain a concern, prompting the implementation of the School Literacy Movement (GLS) to improve students' reading interest and literacy skills. The success of GLS requires support from various stakeholders, particularly through adequate library resources and active teacher involvement. This study investigates the individual and combined influence of teacher roles and library material availability on the implementation of GLS at SMA Negeri 2 Ponorogo. The study also contributes empirical evidence on the relative roles of these factors in supporting GLS implementation at the school level. **Research Method.** A quantitative methodology was employed, with the research designed as a correlational investigation. 71 teachers were selected for this study using saturation sampling, a non-probability sampling technique. Questionnaires, interviews, and documentation gathered data. The main tool was a questionnaire administered in person and via Google Forms. **Data Analysis.** Multiple linear regression served as the primary analytical technique in this study. **Results.** The study's findings show that, while not statistically significant, the availability of library resources has a favorable impact on the School Literacy Movement's (GLS) adoption. On the other hand, at the 5% significance level, the teacher's role has a favorable and statistically significant effect. Additionally, a simultaneous research showed that these two factors together significantly affect how the GLS is implemented. When it comes to their individual contributions, teachers' involvement accounts for 60% of the variance, while the availability of library materials accounts for 4%. They make up 64% of the total. **Conclusions.** These findings provide empirical support for understanding the factors associated with GLS implementation and contribute to research on school and library-based management. The results may also serve as a theoretical and empirical reference for future studies examining similar factors in broader educational settings.

Keywords: *Availability; Library Materials; the role of teachers; Implementation; School Literacy Movement*

A. INTRODUCTION

Indonesia's literacy rate remains very low, a significant concern. Indonesia's performance remained comparatively low, ranking 64th out of 72 participating nations in the Program for International Student Assessment (PISA) between 2000 and 2018, before declining further to 74th out of 79 countries. (Antoro et al., 2021,

p. 146). Based on the 2022 PISA results, Indonesia ranked 71st in reading literacy, 70th in mathematics, and 67th in science among 81 participating countries (Amelia et al., 2024, p. 207). UNESCO data also places Indonesia at the 60th rank out of 61 countries, while the National Literacy Index and IPLM show that the national literacy level is still relatively low (Hariyanto et al., 2026, p. 178) (Hartati et al., 2020, p. 2).

Given their potential to affect the caliber of human resources, low literacy rates in Indonesia present a significant challenge to the education sector. The capacity to read, comprehend, listen, write, and communicate successfully is referred to as literacy (Teale & Sulzby, 1986, p. xviii; Harvey J. Draff, 1981, p. 126; Mahmud & Dewi, 2024, p. 23). Improving literacy requires the collaboration of various parties (Rahmadanita, 2022, p. 55). In an attempt to raise literacy rates, the GLS was initiated by the Ministry of Education and Culture. This has been applied across all educational levels (Hasanah & Silitonga, 2020, pp. 6–7). Implementation is the implementation of a plan to achieve goals (Sugiharto et al., 2025, p. 134) (Central Language Dictionary Compilation Team, 2008, p. 580). Meanwhile, GLS aims to improve students' reading skills (Yulianti & Dafit, 2021, p. 603). GLS implementation means implementing a GLS plan prepared in detail to develop students' reading skills optimally. Kartikasari and Nuryasana explain that the School Literacy Movement is a comprehensive and continuous effort to establish schools as learning organizations whose members develop lifelong literacy through public participation (Kartikasari & Nuryasana, 2022, p. 337).

Reading proficiency, digital literacy, numeracy, science literacy, cultural and civic literacy, and financial literacy are among the fundamental literacy skills that the School Literacy Movement (GLS) seeks to promote among Indonesians (Hartati et al., 2020, p. 3). According to George Edward, communication, resources, attitudes, and bureaucracy all affect how well GLS is implemented. (Edwards III, 1980, pp. 9-10). This study primarily emphasizes the resource dimension, as the participation of multiple stakeholders, particularly libraries in their role as providers of library materials, is essential for supporting the effective implementation of the School Reading Movement (GLS) into practice and encouraging pupils to improve their reading skills (Efendi et al., 2021, pp. 12–13).

School libraries need to provide library materials that continue to evolve and meet users' needs (Inkasari, 2024, p. 6091). According to Evans (2000), the provision of library materials includes needs analysis, selection policies, selection, procurement, weeding, and assessment (p. 17). The availability of library materials encompasses all print and non-print collections provided to satisfy users' information needs (Mudassir et al., 2024, p. 36). The availability of needed library materials supports the effective implementation of the School Literacy Movement (Murtiningsih & Fathoni, 2022, p. 6259). However, the availability of library materials in Indonesian school libraries remains relatively limited (Desiana et al., 2024, p. 2).

Teachers play a central role in implementing the School Literacy Movement (GLS) because their involvement is essential to fostering students' literacy habits and establishing a school environment that consistently supports literacy development (Mustafa, 2024, p. 79). Ki Hajar Dewantara places teachers as guides,

motivators, and encouragers for students (Wiryopranoto et al., 2017, p. 34). Teachers also play the roles of role models, facilitators, providers of facilities, and rewarders and punishers to support literacy culture (Dasor et al., 2021, pp. 23–24). Zhai explains that changes in educational practices require teachers to function not only as sources of knowledge but also as facilitators, critical evaluators, and guides of the learning process (Zhai, 2025, p. 1325). However, the implementation of literacy is still constrained because some teachers focus more on completing learning materials (Yulianti & Dafit, 2021, p. 605). According to Henri Fayol's approach to administrative theory, as articulated in the principle of institutional effectiveness and efficiency (Fayol, 1971, pp. 19-20), the success of GLS requires coordination among teachers, libraries, and schools.

According to the researcher's interview with David Agung Prasetyoko, the GLS program coordinator at SMA Negeri 2 Ponorogo, instructors are involved in implementing GLS at the school and utilize the library's collection. However, the implementation of GLS at SMA Negeri 2 Ponorogo has not been running consistently. In addition, there is no structured schedule for teachers during GLS implementation. This sometimes makes the classroom conditions during literacy activities less conducive. The availability of library materials at SMA Negeri 2 Ponorogo is relatively complete in terms of variety, but the number is still limited.

Previous studies have generally examined library material availability and teacher roles in supporting literacy programs from separate perspectives. Research on library materials has primarily focused on their availability and contribution to literacy activities, while studies on teachers have emphasized their involvement in facilitating and encouraging students' literacy activities. However, empirical studies examining these two factors simultaneously, particularly through a quantitative approach in senior high school settings, remain limited. This study addresses this gap by examining the relationship between library material availability, teacher roles, and the implementation of GLS at SMA Negeri 2 Ponorogo, both in partial and simultaneous models, using multiple linear regression analysis. By examining these factors within a single analytical framework, this study provides empirical evidence of the relative contribution of library material availability and teacher roles to GLS implementation. The findings are expected to contribute to a more specific understanding of the factors supporting GLS implementation and provide practical insights for school and library management.

B. METHODS

Population is the sum of all members of the group to be studied with certain characteristics (Amruddin et al., 2022, p. 93). The research population includes all teachers at SMA Negeri 2 Ponorogo which totals 71 people. The study sample consists of a subset of the population selected to serve as the primary respondents in the research (Amruddin et al., 2022, p. 96). The sample process employed the saturation sampling method in a non-probability sampling manner, in which every member of the population was included as a research participant (Imansari & Kholifah, 2023, p. 101). The reason for using saturated samples is because the population is relatively limited, so the population has the same opportunity as the sample as a whole, so the data is representative and more accurate.

Questionnaires, interviews, and documentation were used to gather data. Interviews were used to obtain initial information related to the research topic, while documentation was used to find out the school profile including the number of teachers and information related to the GLS program.

The research instrument was a questionnaire comprising both positively and negatively worded statements. The variable availability of library materials consists of 16 statements from four indicators, namely: relevance, quality, up-to-date, and diversity of library materials (Ariska & Erlianti, 2024, p. 287) (Asning & Nelisa, 2023, pp. 85–86). The role of teachers comprises 20 statements across five indicators: teachers as facilitators, motivators, *agents of change*, counselors, and evaluators (Nurhasanah & Mustika, 2024, pp. 321–324). Finally, the GLS implementation variable consists of 12 statements from three indicators, namely: habituation stage, developmental stage, and learning stage (Hasanah & Silitonga, 2020, p. 65) (Saputri et al., 2025, p. 300). The five points on the Likert scale were employed in this study to gauge the information gathered. The five-option *Likert scale* was used to provide respondents with a neutral option and increase the variety of research data (Riyanto & Setyorini, 2024, p. 19). The five options are shown in Table 1.

Given that this study employed saturation sampling, in which all 71 teachers in the target population were included as respondents, a separate pilot sample was not used. Conducting a pilot test at another school was considered inappropriate because differences in institutional characteristics and educational contexts could affect respondents' interpretations of the questionnaire items. Therefore, empirical validity and reliability testing were conducted using the entire sample of the actual study. Validity testing was performed to determine whether each item measured its intended construct, while reliability testing assessed the instrument's internal consistency. The validity and reliability testing, multiple linear regression analysis, and tests of the assumptions underlying the regression analysis were performed using JASP (Jeffreys' Amazing Statistics Program) version 0.95.40. The relationships among the variables are illustrated in Figure 1.

C. RESULT AND DISCUSSION

Data were collected via questionnaires that had previously been distributed by the researchers in person and via Google Forms to all teachers at SMA Negeri 2 Ponorogo. The following validity and reliability tests were then used to assess the validity and consistency:

Validity Test

The objective of validity assessment is to determine how well the research tool measures the constructs it is intended to assess (Pugu et al., 2023, p. 67). In this study, to establish the instrument's validity, both its content relevance and empirical performance were examined. Validity of the content was evaluated. Two experts in educational management with Aiken's V coefficient, which measures the level of agreement among experts regarding the relevance of each item to its corresponding indicator. The formula for calculating Aiken's V coefficient is presented in Table 2 (An-Nabil et al., 2022, pp. 187–189). The assessment results

indicated that of the 48 questionnaire items, 26 had a moderate validity index (0.625–0.750), while the remaining 22 had a very high validity index (0.875–1.000).

To assess the relationship between each item's score and the instrument's overall score, Pearson's correlation was computed between each item and the overall score to verify empirical validity. When an item's correlation coefficient exceeds the critical value result in the r-table and its p-value is < 0.05 , it is considered legitimate (Pasaribu et al., 2026, pp. 142–143). Using data from 71 respondents, the degrees of freedom (df) were calculated to be 69, with an r-table critical value of 0.2335 (Prastowo, 2021, p. 102). With a total of 71 respondents, the degrees of freedom (df) amounted to 69, yielding an r-table value of 0.2335.

Reliability Test

A research instrument's consistency and stability when used repeatedly under similar circumstances are evaluated through reliability testing. The instrument can be used to measure the same phenomenon at different times (Pugu et al., 2023, p. 67). The internal consistency reliability approach, which assesses the degree of consistency among the instrument's items, was used to evaluate its reliability. Internal consistency reliability is evaluated using Cronbach's alpha coefficient; an instrument is considered dependable when the coefficient exceeds 0.60, whereas a coefficient of 0.60 or lower indicates that the instrument does not meet the reliability criterion (Iskandar et al., 2025, pp. 103–104). As presented in Tables 2, 3, and 4, X1 (0.915), X2 (0.888), and Y (0.882) all have Cronbach's alpha coefficients exceeding the 0.60 cutoff. Therefore, all instruments used in this study were considered reliable.

Normality Test

To ascertain whether the data for the independent and dependent variables are normally distributed, a normality test is performed (Sahir, 2021, p. 69). The Q-Q plot was examined in order to perform the normality test. In this investigation, the data is considered normal when the Q-Q Plot shows points that follow a straight line (Yasmin, 2021, p. 72). The Q-Q plot of the standardized residuals in Figure 2 shows that the dots follow a straight line; in other words, the data are approximately normally distributed.

Multicollinearity Test

To determine whether there were significant correlations among the independent variables, a multicollinearity test was conducted (Sahir, 2021, p. 70). The data is said to have no multicollinearity if the *results of the Coefficient in the Collinearity Statistics* show a *Tolerance* value > 0.10 and a *VIF* < 10 (Dewi et al., 2023, p. 158). In Table 6, the Tolerance coefficients for X1 and X2 exceeded 0.10, while each variable's VIF remained below 10, indicating that multicollinearity is absent from the regression model.

Heteroscedasticity Test

To assess whether the residuals exhibited heteroscedasticity across observations, a test for heteroscedasticity was conducted (Sahir, 2021, p. 69). The

heteroscedasticity test was performed using a scatterplot. The data is said to have no heteroscedasticity if the results of *Residuals vs. Predicted* show a random scatter of points (Yasmin, 2021, p. 72). In Figure 3, the data are considered free of heteroscedasticity since the values of the randomly dispersed data points were obtained.

Multiple Linear Regression Test

A statistical regression model with two or more predictor variables is called multiple linear regression (Aditya et al., 2022, p. 83). The partial and simultaneous effects of the teacher's role and the availability of library resources on the application of GLS were examined in this research using multiple linear regression. The regression coefficient (β) can be used to determine the type of relationship between variables: a positive value indicates a direct relationship, whereas a negative value indicates an inverse relationship (Prastowo, 2021, p. 150). The multiple linear regression technique used in this investigation included:

Partial Regression Analysis (t-test)

Each independent variable's contribution to the dependent variable is evaluated using the t-test (Setyaedhi et al., 2025, p. 157). A statistically significant result is indicated when the obtained t-statistic exceeds its critical value, and the corresponding significance level falls below 0.05; the effect is deemed statistically significant. With 71 respondents and two independent variables, the degrees of freedom (df) were 68, yielding a critical t-value of 1.995 (Setyaedhi et al., 2025, pp. 169–170). H_0 : The variables "Availability of Library Materials" and "Teacher's Role," when taken separately, have no positive and substantial impact on the implementation of GLS. H_1 : The variables "Availability of Library Materials" and "Teacher's Role," when taken separately, have a favorable and significant impact on the implementation of GLS.

The variable "Availability of Library Materials" (X_1) has a β coefficient. 0.062 (positive), a significant result of $0.598 > 0.05$, and a computed t-value of $0.529 < 1.995$, according to the test results in Table 6. Consequently, H_0 is accepted, and H_1 is rejected. These results suggest that the use of GLS is positively, albeit not statistically significantly, affected by the availability of library resources. H_1 is approved, whereas H_0 is refused because the Teacher Role (X_2) has a β coefficient of 0.754 (positive), a significance result of $< (0.001) < (0.05)$, and a t-value (6.484) > 1.995 . At a 5% significance level, these findings show that the teacher's role has a favorable and significant impact on the use of GLS.

Simultaneous Regression Analysis (F-Test)

Simultaneous regression analysis is used to estimate the combined effect of the variables X_1 on X_2 , often known as the F-test. Variable X is considered to have a simultaneous and significant effect on variable Y if the significance level ($p = 5\%$) is not met by the p-value (Indartini & Mutmainah, 2024, p. 43). Additionally, this is claimed to have a simultaneous effect because. The F-value is lower than the computed F-value. Calculate the numerator's degrees of freedom (df) = k (total number of variables) – $1 = 3 - 1 = 2$, which will yield the F-table value. Additionally,

by calculating the denominator's $df = n$ (sample size) $- k$ (number of variables) $= 71 - 3 = 68$. The F-table value is 3.132 with $df1 = 2$ and $df2 = 68$ at a significance level of 0.05 or 5% (Sitopu et al., 2025, pp. 45–46). H_0 : The combined effect of library material availability and teacher role on GLS implementation was neither positive nor statistically significant. H_1 : The availability of library materials and the role of teachers together demonstrate a statistically significant positive influence on the implementation of GLS. Table 7 demonstrates that the estimated F-value $= 61.82 >$ the table F-value $= 3.132$, and the significant values for X_1 and X_2 are $< 0.001 <$ the significance level ($\rho = 5\%$). These findings show that H_1 is accepted while H_0 is rejected. Thus, at a 5% significance level, the availability of reference materials (X_1) and the role of teachers (X_2) have a statistically significant impact on the application of GLS (Y).

Multiple Linear Regression Equations

The dependent variable's values (Y), based on numerous independent variables (X), are estimated using a multiple linear regression equation value of Y , when all independent variables are zero is represented by the constant term. At the same time, the regression coefficient indicates that when the independent variable increases by one unit, Y changes, holding all other variables constant. (Indartini & Mutmainah, 2024, p. 42). The regression model that results from the analysis shown in Table 6 is $Y = 50.085 + 0.055X_1 + 0.565X_2$. These results show that the implementation of GLS is positively correlated with both the involvement of teachers (X_2) and the availability of library materials (X_1), with regression coefficients 0.565 and 0.055, respectively.

Coefficient of Determination R-Square or R^2

As indicated by the R and R -squared values in the Model Summary, R -squared is used to evaluate how well the X variables explain the variation in the Y variable (Indartini & Mutmainah, 2024, pp. 45–46). The formula is also used to determine each independent variable's contribution to the dependent variable in the R^2 : $KD = (R_{x1,x2})^2 \times 100\%$, so that it is known that the amount of other factors outside the research factor that can affect the dependent variable is known (Sugiyono, 2013a, p. 154). The model produced an R value of 0.803 and an R^2 value of 0.645, as the analysis findings in Table 8 demonstrate. These results show that the role of teachers (X_2) and the availability of library materials (X_1) together explain for 64% of the variation in the implementation of GLS. Meanwhile, the remaining 36% is due to additional factors not covered in this study.

Partial Correlation and Relationship Levels

As shown by the Pearson correlation coefficient (R), partial correlation analysis is used to evaluate the degree of each X variable's relationship to the dependent variable, and the resulting coefficient of determination is then used to assess the size of its contribution (Yanti & Hamzah, 2024, p. 19). The interpretation of the relationship level follows Sugiyono's guidelines in Table 9 (Sugiyono, 2013b, p. 231). The analysis's findings in Table 10 demonstrate that Availability of Library Materials (X_1) has a value of $R = 0.653$ with a contribution

of 43% to the Implementation of GLS. In comparison, the Role of the Teacher (X_2) has a value of $R = 0.802$ with a contribution of 64% to the Implementation of GLS. Table 11 shows the degree of correlation between variables X and Y.

Effective Donations, Relative Donations, and Influence Rankings

Relative contribution shows how much each independent variable contributes to the overall influence, with the total relative contribution of all variables equaling 100%. The degree to which each X variable affects the Y variable is ascertained via effective contribution (Prastowo, 2021, p. 361). Considering the outcomes of the computations utilizing the β values in Table 6 and the correlation coefficient, the Availability of Library Materials (X_1) has an effective contribution of 4%. In comparison, the Role of the Teacher (X_2) is 60%, according to the coefficient of determination, these two factors have a combined effective contribution of 64% to the implementation of GLS.

Based on the calculation of relative contributions, the Availability of Library Materials (X_1) contributed 6%, while the Role of the Teacher (X_2) contributed 94%, with a total relative contribution of 100%. The results show that teachers' roles have a greater impact on the implementation of the School Literacy Movement than the accessibility of library resources. Table 12 presents the relative order of each variable's influence on GLS implementation, whereas Figure 4 illustrates the percentage distribution of the contributions made by the independent variables.

The Influence of Library Material Availability on the Implementation GLS of SMA Negeri 2 Ponorogo

The study's findings show that the implementation of GLS at SMA Negeri 2 Ponorogo is positively affected by the availability of library materials, but the effect is not statistically significant ($\beta = 0.062$; $p = 0.598 > 0.05$; $t = 0.529 < 1.995$). This finding indicates that the availability of relevant, quality, up-to-date, and diverse library materials alone is insufficient to ensure stronger GLS implementation. Library materials can support literacy activities only when they are adequately available and actively utilized within structured literacy practices. This interpretation is consistent with Evans G. Edward's collection development theory, which emphasizes needs analysis, selection, procurement, weeding, and evaluation to ensure that library collections meet users' needs.

In the context of SMA Negeri 2 Ponorogo, the library collection was relatively diverse, but the quantity of materials remained limited, while their utilization to support GLS had not been maximized. In addition, the implementation of GLS was not yet consistent, and there was no structured schedule for teachers during literacy activities, which sometimes led to less conducive classroom conditions. These conditions suggest that the presence of library materials does not automatically translate into effective GLS implementation, as the resources need to be integrated into regular literacy activities through systematic planning, teacher involvement, and consistent use. Therefore, library materials serve as an important supporting resource, but their

contribution to GLS depends on how effectively the school and teachers mobilize and use these resources during implementation.

This finding differs from the research by Febriana Murtiningsih and Achmad Fathoni (2022) and Sindy Taib et al. (2022), which stated that the availability of library materials affects reading interest, because this study measures the implementation of GLS as a whole. These results also support George Edward's policy implementation theory that resources are important factors but not the only determinants of successful policy implementation. Thus, the availability of library materials is an important requirement (necessary but not sufficient), and the success of GLS requires support from other factors. Specifically, teachers' active participation in maximizing the utilization of library resources in school literacy activities.

The Influence of Teacher Role on the Implementation GLS of SMA Negeri 2 Ponorogo

The study's findings show that the implementation of GLS at SMA Negeri 2 Ponorogo is (positively and significantly) affected by the role of instructors ($\beta = 0.754$; $p < 0.001$; $t = 6.484 > 1.995$). This result can be explained by the central position of teachers in translating literacy policies and resources into regular classroom practices. Teachers who act as facilitators, motivators, agents of change, counselors, and evaluators can directly guide students, encourage their participation, integrate literacy activities into learning, and monitor students' literacy development. This is particularly relevant at SMA Negeri 2 Ponorogo, where GLS implementation has not yet been carried out consistently, and there is no structured schedule for teachers during literacy activities. Under these conditions, the extent to which teachers actively organize and sustain literacy activities becomes an important factor in determining whether available literacy resources are actually utilized in practice.

This finding is consistent with Liana Hasni et al. (2022), who found that teachers actively support the learning, development, and habituation stages of GLS, and with Putri Anisyah and Febrina Dafit (2024), who emphasized teachers' participation in literacy teams, the development of a literacy-oriented school environment, and the creation of supportive social and affective learning conditions. However, the present study extends these findings by providing quantitative evidence that teacher roles are not merely supportive but are significantly associated with the overall implementation of GLS. The difference also lies in the context and analytical approach: previous studies emphasized teachers' involvement in particular literacy practices, whereas this study examined teacher roles as a measurable predictor of GLS implementation across its habituation, development, and learning stages.

Theoretically, these findings reinforce Ki Hajar Dewantara's view of teachers as guides and motivators in the educational process and support the perspective that effective GLS implementation depends not only on the availability of resources but also on the active human resources who mobilize them. In practice, the findings imply that schools should strengthen teachers' capacity and commitment to integrating literacy activities into daily learning, provide clear responsibilities and

schedules for GLS activities, and encourage continuous monitoring and evaluation. This is especially important because the teacher's role contributed 60% effectively to GLS implementation, making it substantially more influential than the availability of library materials, which contributed 4%. Thus, strengthening teacher involvement should be a priority in efforts to improve the consistency and sustainability of GLS implementation at SMA Negeri 2 Ponorogo.

The Influence of Library Material Availability and Teacher Role on the Implementation GLS of SMA Negeri 2 Ponorogo

The study's findings show that the implementation of GLS at SMA Negeri 2 Ponorogo is significantly and favorably affected by both X1 and X2 variables ($p < 0.001$; $F = 61.82 > 3.132$), accounting for 64% of the variation. The role of the teacher provides the most dominant contribution, namely an effective contribution of 60% (relative contribution of 94%). In comparison, the Availability of Library Materials makes an effective contribution of 4% (a relative contribution of 6%). These findings show that the two variables complement each other, but teachers' role is the more decisive factor in the success of GLS implementation.

These findings are in line with George Edward's policy implementation theory, which identifies resources as an important factor in the program's success, with library materials serving as physical resources and teachers as human resources. These results are also connected to Henri Fayol's administrative theory and the study by Anis Rahmandhani et al., which emphasizes the importance of coordination among organizational components. Synergy between library managers and teachers is needed to ensure library materials are used effectively to support students' literacy activities.

These findings show that the implementation of GLS at SMA Negeri 2 Ponorogo, as a whole, has not been carried out consistently and remains limited to certain aspects. This condition further emphasizes the importance of synergy between the availability of library materials and teachers' roles, because if either component does not function optimally, the implementation of GLS as a whole will be hampered. Consequently, to ensure that GLS installation occurs consistently and thoroughly, libraries must provide library materials that support literacy activities in a relevant, up-to-date, and diverse manner. At the same time, teachers must fulfill their roles as facilitators, motivators, *agents of change*, counselors, and evaluators, integrating literacy activities into daily learning.

Table 1. Five Categories on the Likert Scale

SS	Strongly Agree
S	Agree
KS	Somewhat Disagree
TS	Disagree
STS	Strongly Disagree

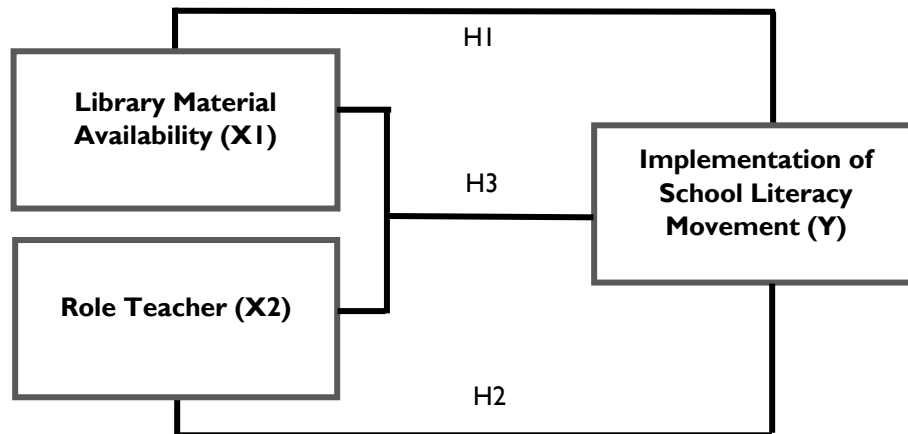


Figure 1. Relationship Chart between Variables

Table 2. Aiken's Index V Formula

Formula	Remarks	Validity Index
$V = \frac{\sum s}{n(c-1)}$	V Index of rater agreement regarding item validity	<0.4 Less Valid
	s R-IO	0,4-0,8 Medium
	r Rated rated rated by the rating category	>0.8 Highly Valid
	lo Lowest score in the scoring category	
	n The number of raters	
	c The large number of categories that raters can choose from	

Table 3. X1 Reliability Test (Availability of Library Materials)

Frequentist Scale Reliability Statistics ▼

Coefficient	Estimate	Std. Error	95% CI	
			Lower	Upper
Coefficient α	0.915	0.013	0.891	0.940

Table 4. X2 Reliability Test (Teacher Role)

Frequentist Scale Reliability Statistics

Coefficient	Estimate	Std. Error	95% CI	
			Lower	Upper
Coefficient α	0.888	0.016	0.857	0.918

Table 5. Reliability Test Y (Implementation of School Literacy Movement)

Frequentist Scale Reliability Statistics

Coefficient	Estimate	Std. Error	95% CI	
			Lower	Upper
Coefficient α	0.882	0.016	0.851	0.914

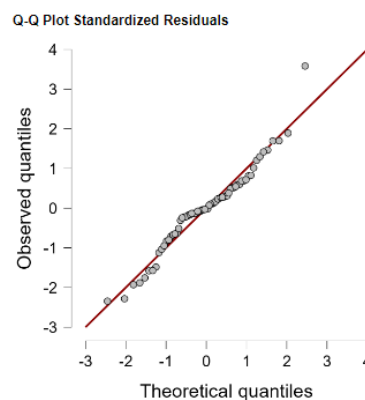


Figure 2. Q-Q Plot Standardized Residuals Chart

Table 6. Table Coefficients

Coefficients ▼

Model		Unstandardized	Standard Error	Standardized	t	p	Collinearity Statistics	
							Tolerance	VIF
M ₀	(Intercept)	50.085	0.972		51.539	< .001		
M ₁	(Intercept)	2.834	4.412		0.642	.523		
	X1	0.055	0.104	0.062	0.529	.598	0.386	2.592
	X2	0.565	0.087	0.754	6.484	< .001	0.386	2.592

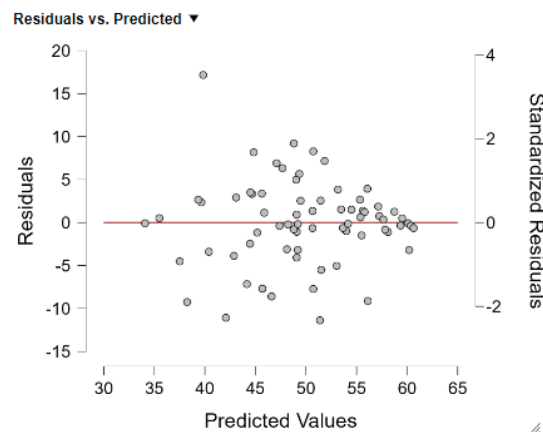


Figure 3. Scatterplot

Table 7. ANOVA

ANOVA ▼

Model		Sum of Squares	df	Mean Square	F	p
M ₁	Regression	3028	2	1514.02	61.82	< .001
	Residual	1665	68	24.49		
	Total	4693	70			

Note. M₁ includes X1, X2

Note. The intercept model is omitted, as no meaningful information can be shown.

Table 8. Coefficient of Determination R-Square or R²

Model Summary - Y

Model	R	R ²	Adjusted R ²	RMSE
M ₀	0.000	0.000	0.000	8.188
M ₁	0.803	0.645	0.635	4.949

Note. M₁ includes X1, X2

Table 9. Partial Correlation Interpretation

Interval Coefficient	Relationship Level
0.00-0.199	Very Low
0.20-0.399	Low
0.40-0.599	Medium
0.60-0.799	Strong
0.80-1.000	Very Powerful

Table 10. Partial Correlation

Pearson's Correlations ▼

Variable		X1	X2	Y
1. X1	Pearson's r	—		
	p-value	—		
2. X2	Pearson's r	0.784	—	
	p-value	< .001	—	
3. Y	Pearson's r	0.653	0.802	—
	p-value	< .001	< .001	—

Table 11. Levels of Variable Relationships X and Y

Independent Variabel (X)	Notasi	Correlation Coefficients "r"	Grade Level r
Role Teacher (X2)	r _{x2y}	0,802	Very Powerful
Library Material Availability (X ₁)	r _{x1y}	0,653	Strong

Table 12. Ranking of the Influence between Variable X on Y
(Implementation of the School Literacy Movement)

Independent Variable (X)	Magnitude of Influence (%)	Total Impact (%)	Cumulative Frequency	Ranks
Role Teacher (X2)	60%	64%	94%	First
Library Material Availability (X ₁)	4%		6%	Second
Quantity			100%	

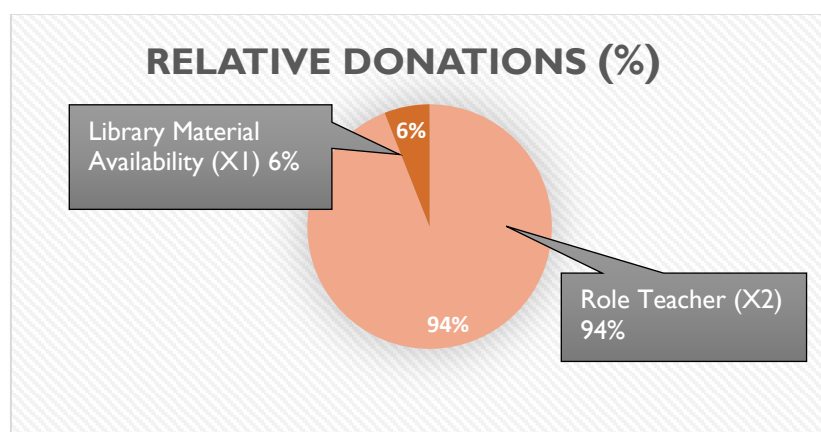


Figure 4. Pie Chart Distribution of the Percentage Influence of X Variables on the Y Variable

E. CONCLUSION

The findings show that the availability of library materials has a positive but not statistically significant relationship with GLS implementation. In contrast, teachers' role has a positive and statistically significant relationship with GLS implementation. When examined simultaneously, both variables significantly contribute to GLS implementation and explain 64% of its variance, while the remaining 36% is attributable to other factors not examined in this study. Notably, the findings demonstrate that teachers' active role more strongly determines the success of GLS implementation in this context than the availability of library materials alone. The teacher role contributed 60% effectively, compared with 4% for library material availability, indicating that library resources require active teacher involvement to be translated into consistent literacy practices.

These findings contribute to the study of School or Madrasah-Based Management and Library Management by emphasizing the importance of human resources in optimizing physical library resources for GLS implementation. In practice, the findings can serve as a basis for evaluating GLS implementation, strengthening teachers' roles in literacy activities, improving library management, and informing decisions about the provision of relevant library materials. This study is limited to teachers at one senior high school, which limits the generalizability of the findings. Future research should examine GLS implementation across different educational levels or schools and consider other factors that may account for the remaining 36% of variance.

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