
THE EFFECT OF THE IMPLEMENTATION OF THE SCHOOL LITERACY MOVEMENT ON INTEREST IN CONTINUING EDUCATION TO HIGHER EDUCATION AT SMA DHARMA BHAKTI PALEMBANG

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Abstract

This research aims to determine the influence of the implementation of the school literacy movement on interest in continuing education to higher education at SMA Dharma Bhakti Palembang. This research aims to analyze the influence of the implementation of the school literacy movement on students' interest in continuing their education to higher education at SMA Dharma Bhakti Palembang. The research method used is quantitative research, mostly carried out using statistical methods, which are used to collect quantitative data from research studies. The results of this research, the School Literacy Movement has a positive influence on Interest in Continuing Higher Education, are partially accepted. Based on the simple linear regression equation above, it can be concluded that the School Literacy Program variable (X) has an average results in its influence on Interest in Continuing Higher Education (Y2) at SMA Dharma Bhakti Palembang.

Keywords: School Literacy Movement, Continuing Education to College, Interest

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pelaksanaan Gerakan literasi sekolah terhadap minat melanjutkan Pendidikan ke perguruan tinggi di SMA Dharma Bhakti Palembang. Tujuan penelitian ini yaitu untuk menganalisis pengaruh Pelaksanaan gerakan literasi sekolah terhadap minat melanjutkan pendidikan ke perguruan tinggi siswa SMA Dharma Bhakti Palembang. Metode penelitian yang digunakan yaitu dengan menggunakan jenis penelitian kuantitatif, sebagian besar dilakukan dengan menggunakan metode statistik yang digunakan untuk mengumpulkan data kuantitatif dari studi penelitian. Hasil penelitian ini Gerakan Literasi Sekolah memiliki pengaruh positif terhadap Minat Melanjutkan Perguruan Tinggi secara parsial diterima. Berdasarkan persamaan linier regresi sederhana di atas maka dapat disimpulkan bahwa variabel Program Literasi Sekolah (X) memiliki hasil rata-rata dalam pengaruhnya terhadap Minat Melanjutkan Perguruan Tinggi (Y2) di SMA Dharma Bhakti Palembang.

Kata kunci: Gerakan Literasi Sekolah, Melanjutkan Pendidikan ke Perguruan Tinggi, Minat

INTRODUCTION

Reading is a foundational cognitive process in learning: it enables individuals to acquire, construct, and evaluate knowledge from diverse sources. Because reading now spans multiple media, books, magazines, pamphlets, print outlets, and digital platforms, literacy competence extends beyond print decoding to navigating information-rich digital environments. Planned and sustained reading habits, therefore, underpin lifelong learning and are a prerequisite for academic readiness to pursue higher education. International comparisons have repeatedly placed Indonesia's reading culture and outcomes below many peer nations, even though subsequent periods show signs of improvement. This persistent concern underscores the need for school-level, systemwide interventions. Within Indonesia's policy architecture, the School Literacy Movement (Gerakan Literasi Sekolah, GLS) was introduced to cultivate a supportive literacy ecosystem in schools while strengthening students' critical thinking, creativity, and learning resilience.

GLS is implemented through staged activities—habituation, development, and instruction—that embed reading and writing into daily practice, supported by school leadership, teachers, library management, and parent–community partnerships. Empirical evidence indicates that well-implemented GLS not only increases reading interest but also develops comprehensive literacy skills (reading, writing, and critical thinking) and clarifies literacy goals among teachers and principals. (Arifin et al., 2023; Burhan et al., 2020; Trianggoro & Koeswanti, 2021). A text-rich environment and community engagement—including the curation of relevant reading materials—are critical enablers of program effectiveness. (Aryani & Purnomo, 2023; Khusna et al., 2022).

Against this backdrop, the central question of this study is whether GLS has a significant effect on students' interest in pursuing higher education. Interest is shaped by intertwined intrinsic factors (attraction, attention, activation) and extrinsic factors (family, school, and broader social environment). Evidence from Sintang (Apriyani et al., 2016; Arrosyid & Romadlon, 2019; Sastrawan & Pramudana, 2022) suggests that financial and general social constraints are not the primary determinants of non-continuation; rather, student interest itself is the dominant driver of post-secondary decisions. This highlights the strategic value of school-based interventions that cultivate meaningful literacy experiences to elevate academic aspirations.

A broad literature links multiple determinants of interest in higher education—social skills, study habits, school social support, academic self-efficacy, learning motivation, and parental socioeconomic background—all of which can be strengthened by a robust literacy ecosystem. Khairiyah (2018) emphasizes the contributions of social skills and study habits; Sasmi et al (2021) highlight the joint roles of school support and self-efficacy; Suciningrum & Rahayu (2015) report a positive correlation between learning motivation and the intention to continue, moderated by socioeconomic context; and

Alifka et al (2023) underscore the importance of parental economic background and the need for literacy advocacy for less advantaged students. Family support further shapes students' decisions to pursue higher education (Noor et al., 2023). At the classroom level, GLS participation is associated with higher reading motivation and improved academic performance (Fayza et al., 2021; Setyawan & Gusdian, 2020), which, in turn, buttresses readiness and aspiration for tertiary study. Notwithstanding these benefits, GLS implementation faces persistent challenges, particularly the limited availability of reliable assessment tools to gauge program success across schools. (Soepriyanti et al., 2019). To obtain a more precise estimate of GLS's effect, research designs should statistically control for demographic and academic variables such as gender, track (science/social), achievement, parental education, and socioeconomic status—so that the “net” association between GLS implementation and higher-education interest is not conflated with confounding factors.

SMA Dharma Bhakti Palembang offers a compelling setting to examine these dynamics. Internal data from the Guidance and Counseling unit (Atika Permata Sari) show that 170 of 200 students report high interest in continuing to higher education (30 moderate; 0 low), and participation in selective invitation pathways has risen from zero to 30 students; yet the actual continuation rate for the 2021/2022 cohort hovers around 10%. Since 2023, the school has enacted GLS through a “zero-period” reading corner, scheduled class-by-class library visits, and literacy-focused practice for the national assessment. This context provides a natural laboratory to test whether GLS significantly influences students' interest in pursuing higher education after controlling for demographic and academic variables. The study thus aims to supply context-specific evidence on effect size while sharpening practical implications for program design—so that literacy gains translate into stronger motivation, self-efficacy, and concrete aspirations for tertiary education.

METHOD

This study employed a quantitative research design, relying primarily on statistical procedures to collect and analyze numerical data derived from the investigation. The target population comprised all students enrolled at SMA Dharma Bhakti Palembang. Sampling followed a nonprobability, incidental (convenience) approach. In this technique, participants were selected based on chance encounters with the researcher, provided they met the inclusion criterion of being a student at SMA Dharma Bhakti Palembang. Students who happened to be available and fit this characteristic were invited to participate and were included as sample members.

RESULTS AND DISCUSSION

1. Respondent Characteristics

This study involved 187 students of SMA Dharma Bhakti Palembang recruited through incidental (convenience) sampling. This design allowed the researcher to enroll students who were available and met the inclusion criterion (currently enrolled students),

providing a snapshot of on-site conditions during data collection. The demographic composition was predominantly female. This imbalance is noteworthy because gender differences are often associated with variation in literacy experiences at school and postsecondary aspirations; consequently, gender may serve as a useful control variable in extended analyses.

Table 1. Respondents by Gender

<i>Gender</i>	<i>n</i>	<i>%</i>
<i>Male</i>	32	17%
<i>Female</i>	155	83%

Of 187 respondents, 32 (17%) were male and 155 (83%) female. The unequal distribution should be considered when interpreting findings, particularly if literacy patterns and college-going intentions differ by gender.

2. Level of School Literacy Movement (GLS) Implementation

Operationally, GLS at SMA Dharma Bhakti Palembang spans three domains: (1) the physical environment (literacy facilities and infrastructure, reading corners, library services), (2) the social affective environment (support and active participation of the entire school community), and (3) the academic environment (literacy programs that foster reading interest and support classroom learning). The categorization profile shows a larger share of students in the high implementation category. This suggests that most students perceive relatively intensive literacy practices through daily habituation, literacy projects, and orchestrated learning resources.

Table 2. GLS Implementation Categories

<i>Category</i>	<i>Score Range</i>	<i>n</i>	<i>%</i>
<i>Low</i>	T < 83	80	43%
<i>High</i>	T > 82	107	57%
<i>Total</i>		187	100%

Using the study’s cut-off scores, 107 students (57%) fell into the high GLS implementation category and 80 (43%) into low. The predominance of the high category is an early signal that a literacy ecosystem is in place and may plausibly influence academic indicators and educational aspirations.

3. Interest in Pursuing Higher Education

Interest in continuing to higher education is defined here as an affective–cognitive tendency integrating liking, attention, need, hope, drive, and willingness to enroll in tertiary education after completing senior high school. Importantly, interest is not innate; it is cultivated through learning experiences and can be shaped by school practices and family support. The distribution indicates that a slight majority of respondents are in the

high interest category. This aligns with internal school indications of enthusiasm for selective invitation tracks, even if actual continuation rates still warrant improvement.

Table 3. Categories of Interest in Pursuing Higher Education

<i>Category</i>	<i>Score Range</i>	<i>n</i>	<i>%</i>
<i>Low</i>	$T > 83$	85	45%
<i>High</i>	$T < 83$	102	55%
<i>Total</i>		187	100%

In accordance with the scoring rubric applied by the study, 102 students (55%) were categorized as high interest and 85 (45%) as low interest. This profile reflects a favorable psychological baseline to support transition to tertiary education, provided informational barriers, academic readiness, and social support are optimized.

Test of the Effect of GLS on Interest in Higher Education

Inferential analysis assessed the significance of the effect of GLS implementation (X) on students' interest in pursuing higher education (Y). With 187 respondents, the t-test indicates that the coefficient associated with GLS differs significantly from zero at the 5% level. Substantively, variation in the intensity of GLS implementation corresponds to variation in students' higher-education interest. Practically, the stronger the GLS experienced by students, the higher their intention to continue to college.

Table 4. t-Test of GLS → Interest in Higher Education

<i>Statistic</i>	<i>Value</i>
<i>t statistic</i>	1.979
<i>t critical ($\alpha=0.05$)</i>	1.653
<i>Sig. (p-value)</i>	0.049
<i>Decision</i>	Reject H_0 ; accept H_1

Because $t(1.979) > t \text{ critical}(1.653)$ and $p = 0.049 < 0.05$, the effect of GLS on students' interest in pursuing higher education is statistically significant. Enhancing the quality and intensity of school literacy programming is therefore associated with stronger postsecondary aspirations.

DISCUSSION

The finding that GLS significantly predicts students' interest in pursuing higher education underscores literacy's strategic role in elevating academic aspirations. Theoretically, interest is shaped by intrinsic factors, attraction, attention, and learning activation, and extrinsic factors family, school, and broader social environments. When GLS is consistently enacted through reading habituation, literacy projects, and enriched learning

resources, schools do more than build literacy skills; they cultivate learning dispositions conducive to postsecondary trajectories.

The literature delineates coherent pathways for this influence. Khairiyah (2018) Highlights contributions of social skills and study habits, both commonly nurtured by literacy activities, to higher-education interest. Sasmi et al (2021) Emphasize that robust school social support, alongside strengthened academic self-efficacy, aligns with greater aspirations to continue. Consistently, Suciningrum & Rahayu (2015) Report a positive association between learning motivation and the intention to continue, with sensitivity to socioeconomic context. At the performance level, engagement in literacy activities relates to higher reading motivation and improved academic outcomes. (Fayza et al., 2021; Setyawan & Gusdian, 2020), which collectively fortify readiness and intention for tertiary study.

Socioeconomic circumstances and family dynamics can amplify or dampen GLS effects. Alifka et al (2023) Underline the role of parental economic background in educational decisions and call for literacy advocacy aimed at less-advantaged students to prevent aspiration gaps from widening. Complementing this, Noor et al (2023) Show that family motivation and support influence continuation decisions. Accordingly, GLS designs that systematically involve parents, for example, family literacy programming, curated career-relevant reading, and information sessions on higher-education pathways, are likely to magnify GLS's impact on students' intentions to continue.

Program effectiveness hinges on implementation quality. Burhan et al (2020) and Arifin et al (2023) Stress the importance of structured phases (habituation–development–instruction) to cultivate a sustainable reading culture. Trianggoro & Koeswanti (2021) Show that clearer literacy goals for teachers and principals strengthen consistency. Meanwhile, Aryani & Purnomo (2023) and Khusna et al (2022) Highlight text-rich environments and community engagement including the curation of relevant materials—as central enablers. In the present school context, the share of students reporting high GLS implementation (57%) and high interest (55%) is an encouraging signal that a literacy ecosystem exists and can be leveraged to raise college transition rates.

Limitations and future directions merit attention. As Soepriyanti et al (2019) note, reliable assessment tools for gauging GLS success across schools remain limited, complicating cross-site comparison and quality assurance. Moreover, the present study employed incidental sampling and a cross-sectional design; thus, generalizability should be cautious and causal inference conservative. Future research can strengthen inference by controlling demographic/academic covariates (e.g., gender, track, achievement, parental education, socioeconomic status) and by adopting longitudinal or quasi-experimental designs. Looking ahead, integrating GLS with career guidance, tracking intermediate indicators (motivation, self-efficacy, higher-education information seeking), and systematically involving parents should enlarge the effect of GLS on students' intentions and on the eventual realization of pursuing higher education.

CONCLUSION

Based on the study findings, the overall level of School Literacy Movement (GLS) implementation at SMA Dharma Bhakti Palembang falls into the high category, indicating that students carry out GLS activities effectively. Likewise, students' interest in pursuing higher education at the school is also classified as high. The independent variable, School Literacy Movement (X), exerts a significant effect on the dependent variable, Interest in Pursuing Higher Education (Y2). The obtained significance value of 0.049 (< 0.05) indicates that the effect of GLS (X) on interest (Y2) is statistically significant. Accordingly, the research hypothesis stating that GLS has a positive effect on students' interest in continuing to higher education is accepted (in the partial/simple model). Furthermore, the simple linear regression results suggest that, on average, the School Literacy Program (X) positively influences students' Interest in Pursuing Higher Education (Y2) at SMA Dharma Bhakti Palembang.

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