

CIPP Evaluation on the Literacy Program in Improving Reading Proficiency in Senior High School

Marni Hartati¹, Dedy Achmad Kurniady², Udin Syaefudin Sa'ud³, Diding Nurdin⁴

¹ Universitas Pendidikan Indonesia, Bandung, Indonesia; marnihartati@upi.edu

² Universitas Pendidikan Indonesia, Bandung, Indonesia; dedy_achmad@upi.edu

³ Universitas Pendidikan Indonesia, Bandung, Indonesia; usaud@upi.edu

⁴ Universitas Pendidikan Indonesia, Bandung, Indonesia; didingnurdin@upi.edu

ARTICLE INFO

Keywords:

CIPP evaluation;
literacy program;
reading proficiency;
high school education;
program effectiveness

Article history:

Received 2025-03-18

Revised 2025-04-17

Accepted 2025-09-30

ABSTRACT

Reading proficiency is a critical component of student success in senior high school and requires structured, ongoing evaluation. This study evaluates the effectiveness of a high school literacy program in enhancing reading proficiency using the CIPP (Context, Input, Process, Product) evaluation model. A concurrent embedded mixed-methods approach was employed, with quantitative data as the primary source and qualitative data as complementary. The study involved 57 teachers through surveys, supported by interviews, observations, and document analysis. Data were analyzed descriptively and triangulated using source and method validation. The findings indicate strong alignment of the literacy program with national education policies and the Independent Curriculum. Context and input aspects were rated highly, particularly in curriculum design and policy support. However, gaps remain in teacher competence, availability of literacy facilities, and student motivation. The process evaluation revealed well-structured planning, yet highlighted the need for improved student engagement and more effective learning strategies that foster critical thinking. Product evaluation showed progress in reading comprehension, text analysis, and skill application, though students' academic vocabulary and communication skills remain underdeveloped. While the literacy program demonstrates positive outcomes, its effectiveness can be enhanced by addressing teacher training, expanding facility access, and incorporating interactive, problem-based learning. The study recommends multiliteracy-focused professional development and suggests future longitudinal research to assess the sustainability and broader impact of literacy interventions across diverse school contexts.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Marni Hartati

Universitas Pendidikan Indonesia, Bandung, Indonesia; marnihartati@upi.edu

1. INTRODUCTION

Currently, Indonesia's education system emphasizes enhancing literacy and numeracy skills as part of the Merdeka Curriculum. Reading literacy, in particular, is developed by following students' cognitive progression across the six levels of Bloom's Taxonomy. Boosting reading literacy at the high school level plays a crucial role in shaping student growth and contributing to the country's

advancement. Literacy not only equips students with essential communication skills but also fosters critical thinking and cultural awareness, which are vital in tackling global challenges. Structured literacy initiatives like the School Literacy Movement have proven effective in enhancing students' critical thinking and comprehension of reading materials (Yulianti & Sukasih, 2023). In addition, the systematic implementation of literacy programs has been proven to increase students' interest in reading, which then becomes the foundation for literacy development at higher education levels (Lolotandung & Trivena, 2022).

On a national scale, Indonesia still faces significant challenges in improving its literacy rates, as reading has not yet become an ingrained habit or cultural norm. This is clearly demonstrated in a survey conducted by the Central Statistics Agency, which highlights a continuous decline in the public's interest in reading each year. A report from UNESCO further emphasizes this issue, revealing that Indonesia's reading index is exceptionally low, at just 0.001%. This statistic means that only one out of every thousand people in the country regularly engages in reading books. When compared to developed countries, Indonesia's reading habits lag far behind, as countries with higher literacy levels show reading rates ranging from 0.45 to 0.62. This stark contrast underscores the need for a concerted effort to foster a reading culture in Indonesia, emphasizing the importance of cultivating literacy at an early age and integrating it into daily life to help bridge this gap and promote educational and social progress (Heru Santosa & Supadi, 2023).

At the high school level, there are two main stages in students' reading literacy, namely reading fluency and reading proficiency. Reading fluency refers to fluency in reading, where students are able to read with speed, accuracy, and good intonation without significant obstacles. This stage is important for building a foundation for understanding more complex texts (Fernandes et al., 2024). Meanwhile, reading proficiency is a further stage that emphasizes in-depth understanding, critical analysis, and the ability to evaluate and interpret information in texts. Students who have achieved reading proficiency are not only able to understand the content of the reading but can also relate it to a broader context, including applying information in real life as well as thinking reflectively and critically about various perspectives in the text (Pericle et al., 2020). Therefore, an integrated teaching approach to improve these two aspects is urgently needed to support the overall development of high school students' reading skills.

Realizing the importance of literacy, since 2015, the State High School 1 Subang, West Java, has implemented a literacy model, with reports showing an increase. However, its implementation still faces obstacles in improving students' reading proficiency. Low reading proficiency is characterized by students' difficulty in understanding the text in depth, lack of ability to analyze and evaluate information, and limitations in connecting reading content with a broader context. This is mainly due to the low understanding of teachers about literacy, which has an impact on the lack of commitment in its implementation. Many teachers still consider literacy as the responsibility of certain subjects, such as Indonesian and Mathematics, so that it does not involve other subjects. In addition, literacy activities are often only carried out as a formality without a clear understanding of the purpose and follow-up. Schools with *teacher leaders* show better development, while schools without drivers tend to be stagnant or only run programs ceremonially. Literacy funding through BOS funds is also not effective because it is not based on proper needs analysis. In addition, literacy success is often measured by the number of student written works, such as books or short stories, when more important is the improvement of critical thinking and cognitive skills. Although the habit of reading 15 minutes every day has been implemented in many schools, the lack of understanding of the purpose and follow-up makes the implementation of literacy not optimal in building a culture of critical thinking among students.

Reading proficiency in high school students is essential for academic success and personal development. The urgency to improve reading proficiency arises from its strong correlation with overall academic performance; Students with good reading skills tend to have higher performance in subjects such as math and science, where comprehension of complex texts is indispensable (Raraju et al., 2022). In addition, reading proficiency improves critical and analytical thinking skills, allowing

students to interact with various materials, connect concepts, and apply knowledge effectively in various contexts (Adap et al., 2024). The benefits are not limited to academics; Students who have good reading skills show higher self-confidence, learning motivation, and self-efficacy, creating a positive learning environment and encouraging lifelong learning habits (Sum et al., 2023). Additionally, research shows that proficient readers are more likely to use effective reading strategies, such as skimming and scanning, which further strengthen their comprehension and memory of information (Samaranayake et al., 2022). Therefore, improving reading proficiency in high school students not only supports their current educational journey, but also equips them with the skills necessary for future academic and professional success.

A systematic evaluation is needed to identify the effectiveness of the school literacy program in improving the reading proficiency of students of State High School 1 Subang. One of the approaches that can be used is the CIPP (Context, Input, Process, Product) evaluation model, which assesses the background of program needs (context), resources used (input), implementation of activities (process), and results achieved (product). Previous research has shown that the CIPP evaluation model is effective in assessing educational programs, including literacy programs. For example, (Ratnaya et al., 2022) revealed that the context aspect is often the main factor in the success of educational programs. Meanwhile, Kurniawati's research (2021) emphasizes the importance of input aspects in determining the effectiveness of the implementation of extracurricular programs. Although literacy programs have been evaluated in general, few have implemented the CIPP model in high schools in Indonesia that focus on reading proficiency, especially at the high school level.

By adopting the CIPP evaluation model, this study aims to provide a comprehensive overview of the relevance, resource readiness, implementation quality, and results of school literacy programs. In addition, this study also seeks to identify supporting and inhibiting factors in program implementation, as well as provide evidence-based recommendations to improve the effectiveness of literacy programs in the future. The results of the study are expected not only to make a theoretical contribution to the study of educational evaluation but also practical recommendations to strengthen literacy strategies to improve students' reading proficiency in a sustainable manner.

2. METHODS

This study uses an evaluation approach with the CIPP (Context, Input, Process, Product) model to assess the effectiveness of literacy programs in improving reading proficiency of high school students in Subang Regency. The model includes four main aspects: context, which examines the relevance of programs to educational policies and student needs; input, which assesses the readiness of resources such as teaching staff, facilities, and curriculum; process, which evaluates the implementation of literacy activities in schools; and products, which measure the results achieved, both in improving students' reading ability and the impact of the program on the learning environment (Finney, 2020; Jumari & Suwandi, 2020; Kurniawati, 2021; Maesaroh et al., 2022; Yahya et al., 2021). The evaluation of the CIPP model was chosen because it is able to provide a comprehensive analysis of the implementation of literacy programs, identify supporting and inhibiting factors, and offer evidence-based recommendations for future program development (Amiruddin & Setialaksana, 2023; Bhakti, 2017; Pujiastuti et al., 2021; Siswadi et al., 2019). With this approach, research can reveal the extent to which literacy programs have succeeded in improving students' reading skills and the challenges faced in their implementation.

This study involved 57 teachers at State High School 1 Subang, West Java. The collection of research data is carried out by paying attention to the ethics, information, and review of the institution being researched. The data in this study were collected through the *concurrent embedded mixed method*, which combines quantitative and qualitative analysis simultaneously. This research makes quantitative data as the dominant main data and qualitative data as a complement or reinforcement. The quantitative method involves a survey of teachers to measure the effectiveness of literacy programs

based on reading proficiency achievement indicators, Quantitative data is analyzed descriptively to describe the patterns and trends of evaluation results. For scoring purposes, the following interpretation guidelines are used (Wahyudin & Bk, 2022):

Table 1. Interpretation of Questionnaire Score Achievement

No	Grade/Score Range	%	Criterion
1.	1.00 – 1.80	20% - 36%	Very Low
2.	1.81 – 2.60	37% - 52%	Low
3.	2.61 – 3.40	53% - 68%	Enough
4.	3.41 – 4.20	69% - 84%	Good
5.	4.21 – 5.00	83% -100%	Excellent

To evaluate the effectiveness of the literacy program in improving students' reading proficiency at State High School 1 Subang, measurements were carried out for three months using six main indicators including: 1) Reading Comprehension; 2) Text Analysis Skills; 3) Critical Thinking and Evaluation; 4) Vocabulary and Contextual Understanding; 5) Reading Fluency; and 6) Application of Reading Skills. The evaluation process involves a reading comprehension test that measures students' reading skills before and after the program is implemented, with questions that include aspects of reading comprehensiveness, text analysis, and critical thinking. In addition, project-based assignments such as book reviews, analytical essays, and text discussions are used to assess the application of reading skills in real-life situations as well as measure the development of students' comprehension and critical thinking skills.

Meanwhile, the qualitative method uses interviews, observations, and document analysis to explore the dynamics of program implementation in more depth. The interview involved the principal, the teacher in charge of the literacy program, and the students. Qualitative data was analyzed with an interactive approach of Miles and Huberman, which included the stages of data reduction, presentation, and conclusion drawn. The validity of the data was strengthened through triangulation of sources, methods, and timing, as well as member checking, where respondents were given the opportunity to verify the interpretation of the research results. With this approach, the research is expected to provide a deeper understanding of the effectiveness of literacy programs, as well as produce practical recommendations to improve implementation and its impact on students' reading skills in a sustainable manner.

3. FINDINGS AND DISCUSSION

The context of the literacy program in improving the reading proficiency of students of State High School 1 Subang includes the objectives, indicators, and relevance of the program to national education policies and regional autonomy. The survey results showed that the evaluation of the literacy program context obtained an average score of 4.82 (96.39%) with the category of "Very Good," which indicates that this program has a clear and specific goal in improving students' reading skills. In addition, the alignment of the program with the Independent Curriculum and P5 (Pancasila Student Profile Strengthening Project) received the highest score, which was 4.88 (97.6%), confirming that literacy has become an integral part of the school curriculum. The program success indicators have also been well designed, with a score of 4.77 (95.4%), reflecting the existence of clear benchmarks for reading competencies that students must achieve. However, there are aspects that still need improvement, especially in terms of students' need to improve critical reading skills and comprehension of complex texts, which obtained a score of 4.34 (86.8%), indicating that there is still room for improvement in more in-depth literacy learning strategies. In addition, school policy support in the implementation of literacy received a score of 4.56 (91.2%), which means that it is optimal but can still be improved with more systematic and sustainable policies. With the evaluation results showing the "Very Good" category as a whole, the literacy program in Subang Regency high schools already has a strong foundation, but it

needs to be strengthened in more interactive and in-depth learning strategies to improve students' critical reading skills more effectively.

Table 2. Data from the Survey Results of the Literacy Program Context Survey

No	Aspects evaluated	Average	%	Category
1.	The literacy program implemented in schools has a clear and specific goal in improving students' reading proficiency	4.78	95.6	Excellent
2.	The literacy program in schools has been arranged to be in line with the achievements of the Independent Curriculum and P5 (Pancasila Student Profile Strengthening Project).	4.88	97.6	Excellent
3.	The indicators of the success of the literacy program contain specific reading competencies that must be achieved by students.	4.77	95.4	Excellent
4.	Literacy programs at school are tailored to students' needs in an effort to improve critical reading skills and comprehension of complex texts.	4.34	86.8	Excellent
5.	School policies support the optimal implementation of literacy programs in order to improve students' reading proficiency.	4.56	91.2	Excellent
Average		4,82	96,39	Excellent

The context of the literacy program in improving the reading proficiency of students of State High School 1 Subang is closely related to national education policies, including the principle of the Independent Curriculum which emphasizes the importance of literacy in all subjects. This is as explained by the program development team of State High School 1 Subang as follows:

"The context of the literacy program in improving the reading proficiency of students of State High School 1 Subang shows a strong relationship with national education policies and the principles of the Independent Curriculum. The implementation of literacy programs in schools is based on various regulations, including Law Number 20 of 2003 concerning the National Education System, which emphasizes that education aims to develop the potential of students, including in the field of literacy. In addition, Government Regulation Number 57 of 2021 concerning National Education Standards stipulates that literacy skills are part of the graduate competency standards that must be mastered by students. Meanwhile, Permendikbudristek Number 56/M/2022 concerning Guidelines for the Implementation of the Independent Curriculum emphasizes that literacy is a basic competency that is developed in all subjects and integrated in the Pancasila Student Profile Strengthening Project (P5). In addition, Permendikbud Number 23 of 2015 concerning the Growth of Ethics mandates the implementation of literacy culture in schools, including through the habit of reading non-textbooks for 15 minutes before learning. Another regulation that supports is the School Literacy Movement (GLS) based on the Regulation of the Minister of Education and Culture Number 24 of 2018, which aims to improve literacy culture through the habituation, development, and learning stages. Based on this regulation, the literacy program in the Independent Curriculum in high schools not only focuses on improving students' reading proficiency, but also supports critical thinking skills and builds a sustainable literacy culture through innovative learning approaches".

The input of the literacy program in improving the reading proficiency of students of State High School 1 Subang includes various important aspects such as curriculum design, availability of teaching materials, teacher competence, supporting facilities, as well as student motivation and readiness. The results of the evaluation showed that the design and content aspects of the curriculum obtained a score of 4.65 (93%) in the "Very Good" category, indicating that the literacy curriculum has been well

designed to improve students' reading skills. In addition, the availability of learning materials and resources received the highest score, which was 4.89 (97.8%), which shows that the school has provided enough teaching materials to support the literacy program. However, some aspects still need to be improved, such as teacher competence in literacy, which scored 3.67 (73.4%), indicating that there are still teachers who do not have training or certification related to literacy. In addition, the availability of supporting facilities and infrastructure, such as libraries and access to reading materials, is also still classified as "Good" with a score of 3.48 (69.6%), indicating the need to improve facilities. Students' motivation and readiness to participate in the literacy program also still need further attention with a score of 4.12 (82.4%). Overall, the input of the literacy program at State High School 1 Subang is in the "Good" category with an average score of 4.16 (83.24%), but improvements in the aspects of teacher competence, supporting facilities, and student motivation need to be the main focus so that the literacy program can run more optimally and effectively in improving students' reading proficiency. The results of the survey are reported as follows:

Table 3. Data from the Literacy Program Input Survey

No	Aspects evaluated	Average	%	Category
1.	The design and content of literacy programs in schools have been developed to support the optimal improvement of students' reading proficiency.	4.65	93	Excellent
2.	Schools provide adequate learning materials and resources to support the goals of literacy programs.	4.89	97.8	Excellent
3.	Instructors or teachers who teach in literacy programs have adequate skills and have attended literacy-related training or certification.	3.67	73.4	Good
4.	The school offers facilities and infrastructure that support literacy activities, including reading rooms, libraries, and access to a diverse range of reading materials.	3.48	69.6	Good
5.	Students have a strong motivation and readiness to participate in literacy programs to enhance their reading skills.	4.12	82.4	Good
Average		4.16	83.24	Good

The process of literacy activities in improving the reading proficiency of students of State High School 1 Subang includes planning, implementation, learning strategies, evaluation, and student participation in literacy programs. The results of the evaluation showed that the literacy program agenda and planning were well documented, with a score of 4.72 (94.4%) in the "Very Good" category, and innovative and inspiring program design received the highest score, which was 4.82 (96.4%). This shows that literacy programs have been designed to meet the learning needs of the 21st century effectively. However, some aspects still need improvement, such as the implementation of learning strategies by teachers, which obtained a score of 3.78 (75.6%), indicating the need for further training so that teachers can be more optimal in encouraging critical, analytical, and reflective thinking skills in accordance with the Independent Curriculum and P5. In addition, the evaluation of the literacy program is still classified as "Good" with a score of 3.66 (73.2%), indicating that the monitoring and assessment system of program effectiveness needs to be strengthened so that the improvement is more sustainable. Active participation of students in literacy activities also needs to be improved, with a score of 3.55 (71%), indicating the need for more interactive and collaborative strategies in involving students. Overall, the implementation process of the literacy program at State High School 1 Subang, is in the "Good" category with an average score of 4.11 (82.12%). To increase its effectiveness, it is necessary to strengthen learning strategies by teachers, improve program evaluation mechanisms, and use more attractive approaches so that students are more active and involved in literacy programs.

Table 4. Data from the Survey Results of the Literacy Program Process

No	Aspects evaluated	Average	%	Category
1.	Literacy programs in schools have a structured and well-documented learning agenda and plan.	4.72	94.4	Excellent
2.	The implementation of literacy programs is designed to meet the needs of 21st century learning with innovative, inspiring, and fun methods for students.	4.82	96.4	Excellent
3.	Teachers and facilitators of literacy programs implement learning strategies that encourage critical, analytical, and reflective thinking skills in accordance with the principles of the Independent Curriculum and P5.	3.78	75.6	Good
4.	Evaluation of literacy programs is carried out periodically and continuously to assess their effectiveness and improvement.	3.66	73.2	Good
5.	Literacy programs provide space for students to actively participate, collaborate, and develop reading and comprehension skills in depth.	3.55	71	Good
Average		4.11	82.12	Good

Based on interviews with principals, teachers and students of State High School 1 Subang, the implementation of the literacy program has a structured and well-documented agenda and planning, showing that the school has a clear system in running this program. In addition, the approach used in literacy programs has been designed with innovative, inspiring, and fun methods, so that it is in line with the needs of 21st century learning. However, some teachers stated that learning strategies that encourage critical, analytical, and reflective thinking skills still need to be improved, because there are still challenges in integrating literacy into various subjects optimally. In addition, the evaluation of literacy programs has not been fully carried out regularly and continuously, so further efforts are needed to assess its effectiveness as a whole. Some students also revealed that they have not been fully encouraged to actively participate and collaborate in the development of reading skills, which indicates the need for more engaging strategies for student engagement to increase. Overall, the literacy program at SME Negeri 1 Subang has been running well, but there is still a need for strengthening in learning strategies, more effective evaluations, and a more interactive approach to increase student involvement in building a literacy culture in schools.

The products or results of the literacy program in improving the reading proficiency of students of State High School 1 Subang show their effectiveness in improving the comprehension, analysis, and evaluation of texts by students. The evaluation results showed that the literacy program had helped students in understanding, analyzing, and evaluating texts in depth, with a score of 4.13 (82.6%) in the "Good" category, as well as contributing to the improvement of students' academic achievement in text-comprehension-based subjects with a score of 4.07 (81.4%). In addition, the program also encourages students to produce various literacy-based products, such as book reviews, articles, essays, or other written works, with a score of 4.03 (80.6%), indicating that students are beginning to engage in literacy-related productive activities. However, there are still aspects that need to be improved, especially in strengthening students' critical thinking and communication skills in various academic and social contexts, which obtained a score of 3.89 (77.8%). This shows that although literacy programs have had a positive impact, additional strategies that are more effective in encouraging students to apply reading

skills into broader problem-solving, discussion, and communication are needed. Overall, the evaluation of literacy program products at State High School 1 Subang received an average score of 4.03 (80.6%) in the "Good" category, which shows its effectiveness, but still needs to be strengthened in the aspect of developing students' critical thinking and communication skills so that the benefits can be more optimal.

Table 5. Data from the Survey Results of the Literacy Program Product Survey

No	Aspects evaluated	Average	%	Category
1.	Literacy programs in schools are effective in improving students' ability to understand, analyze, and evaluate texts in depth.	4.13	82.6	Good
2.	The implementation of literacy programs contributes to the improvement of students' academic achievement in subjects that require comprehension of complex texts.	4.07	81.4	Good
3.	Literacy programs encourage students to produce various literacy-based products, such as book reviews, articles, essays, or other written works as a form of reflection on reading comprehension.	4.03	80.6	Good
4.	The results of the literacy program not only improve reading skills, but also strengthen students' critical thinking and communication skills in a variety of academic and social contexts	3.89	77.8	Good
Average		4.03	80.6	Good

Furthermore, to determine the effectiveness of the literacy program in improving Reading Proficiency in students at State High School 1 Subang, measurements were carried out for a period of 3 months using 6 indicators. Measurement is carried out through a reading comprehension test that tests students' reading skills before and after the program is implemented, using reading comprehension-based questions, text analysis, and critical thinking. In addition, project-based assignments such as book reviews, analytical essays, and text discussions are used to assess the application of reading skills in real-life contexts and measure the improvement of students' understanding and critical thinking skills. The results of the reduction are reported as follows:

Table 6. Results of Measuring the Effectiveness of Literacy Programs in Improving Reading Proficiency

No	Indicator	Description	Pre-program achievements	Achievements after the program	N-gain	Effectiveness (%)
1.	Reading Comprehension	Students are able to identify key and supporting ideas, understand the structure of the text, and grasp the explicit and implicit meanings in the reading.	82.35	88.77	0.36	36.37
2.	Text Analysis Skills	Students are able to analyze the relationship between ideas, interpret information based on evidence, and understand the author's point of view and intent in the text.	79.89	87.95	0.40	40.08

No	Indicator	Description	Pre-program achievements	Achievements after the program	N-gain	Effectiveness (%)
3.	Critical Thinking and Evaluation	Students are able to evaluate the accuracy and credibility of sources, identify biases and rhetoric in reading, and relate texts to broader contexts.	80.03	87.32	0.37	36.50
4.	Vocabulary and Contextual Understanding	Students are able to use context to understand the meaning of words, recognize synonyms, antonyms, and figurative meanings, and apply academic and technical vocabulary according to their level of education.	82.55	86.79	0.24	24.30
5.	Reading Fluency	Students are able to read fluently, understand texts efficiently, use appropriate intonation and expressions, and read different types of texts in an effective time.	85.34	90.79	0.37	37.18
6.	Application of Reading Skills	Students are able to summarize and communicate information, use text to solve problems or support arguments, and relate the content of the reading to personal experiences and other academic areas.	77.83	86.72	0.40	40.10
Average			81.33	88.06	0.36	35.76

The results of measuring the effectiveness of the literacy program in improving the reading proficiency of students of State High School 1 Subang showed a significant improvement in various aspects of reading skills, with the average achievement increasing from before to after the program was implemented. The indicators with the highest increase in effectiveness were found in Application of Reading Skills and Text Analysis Skills, while Vocabulary and Contextual Understanding had a lower increase, indicating that literacy programs have been effective but still need to be strengthened in terms of vocabulary understanding and the use of context in reading.

Based on the results of interviews with school principals and those in charge of literacy programs, it was found that the main factors that affect literacy in improving the reading proficiency of high school students include reading motivation, family environment, and the availability of reading materials. Reading motivation is a key factor in encouraging students to be more active in literacy activities, where students with high motivation tend to read more often and have better understanding than those who are less motivated. In addition, the family environment also has a great influence on literacy skills, where parental support in creating a conducive learning atmosphere, providing guidance, and instilling reading habits can increase students' interest and reading skills. Another factor that plays a role is the availability of reading materials, both at home and at school, because the more and varied reading resources available, the greater the opportunities for students to develop their literacy skills. Thus, the improvement of students' reading proficiency is not only determined by individual motivation, but also influenced by external factors such as family environment and access to quality reading materials.

Discussion

The success of literacy programs in high school in improving students' reading proficiency requires the establishment of clear and specific goals, as well as the alignment of literacy programs with the Independent Curriculum. Well-defined goals help clarify the focus and objectives of the program to be achieved, allowing for a more systematic evaluation of student achievement (Jusmirad et al., 2023). In addition, the use of the Independent Curriculum as a frame of reference in the implementation of literacy programs provides flexibility in teaching methods and encourages the integration of literacy in a context that is more relevant to students (Marlena et al., 2022). Alignment between literacy programs and curriculum can optimize the use of existing resources and facilitate the development of reading skills comprehensively.

In the evaluation of inputs, improving teacher competence, procuring supporting facilities such as libraries, and encouraging student motivation are crucial steps in optimizing literacy programs. The effectiveness of literacy programs in high schools is highly dependent on the input of teachers as the main facilitators, but the level of teacher competence is still in the spotlight because it is still considered low even though there has been curriculum reform through the Independent Curriculum. In this context, the curriculum literacy possessed by teachers is an important factor that affects their ability to understand, implement, and develop the curriculum (Süer & Demirkol, 2023).

Research shows that teachers who have a good level of curriculum literacy are better able to design creative and adaptive learning according to the demands of the current curriculum (Ince et al., 2023). However, the challenge faced is the lack of effective training and support to improve teachers' pedagogical competence and curriculum, which is key to the success of literacy education. This indicates that even though the curriculum provides clear and in-depth direction, without being supported by improving teacher competence, effective literacy implementation remains hampered. In addition, teachers need to be actively involved in the professional community to share best practices and experiences in the implementation of the new curriculum, which is aligned with the needs of students in the digital age (Maunula & Lähdesmäki, 2022). Thus, focusing on developing teachers' competencies in curriculum literacy is not only important for educational reform, but also for creating meaningful learning experiences for students.

In the implementation phase of literacy programs, although the agenda and planning have been well designed, significant challenges remain in the field caused by two main types of barriers: structural and systemic barriers. Structural barriers refer to insufficient resources, such as the lack of relevant books and teaching materials, which negatively impact participants' motivation in participating in literacy programs (Novitasari et al., 2020). In addition, systemic barriers are identified through the lack of effective leadership support in the management of educational institutions, which often results in low teacher participation and engagement (Masyhura & Ramadan, 2021). This is further exacerbated by unequal access to educational resources; many participants face limitations in terms of accessibility of educational and information facilities, which affects their desire to actively participate in literacy programs (Kemp et al., 2020). Thus, the successful implementation of literacy programs does not only depend on good planning, but also requires attention to these structural and systemic factors in order to build a supportive environment for all stakeholders in the literacy process.

The literacy program at the high school level has succeeded in improving students' reading profiling in 6 aspects which include Reading Comprehension, Text Analysis Skills, Critical Thinking and Evaluation, Vocabulary and Contextual Understanding, Reading Fluency, and Application of Reading Skills. The *Text Analysis Skills* indicator showed a significant improvement, while *Vocabulary and Contextual Understanding* still needed improvement in strengthening vocabulary comprehension and reading context. Research by Widana et al (2023) shows that the integration of literacy efforts in the learning process, including the use of relevant and locally context-based methods, contributes significantly to the development of these skills. The report on the results of the study conducted by Fitri (2022) also confirms that well-designed literacy programs, including strategies that encourage student engagement and build a love for reading, can improve overall learning outcomes.

Based on previous research, the implementation of literacy programs in other schools also reflected similar effects, where students showed higher interest in reading and increased literacy skills as a result of active involvement in the program (Kartikasari & Nuryasana, 2022). Improved academic achievement, particularly in text-comprehension-based subjects, is linked to the development of better critical thinking and communication skills in academic and social contexts. This indicates that literacy programs are not only beneficial in the cognitive aspect, but also strengthen students' interpersonal skills, which are necessary in daily life and in the professional world. However, there are challenges that must be faced, especially in understanding vocabulary and using context when reading.

Research shows that there is a significant relationship between vocabulary mastery and reading comprehension (Misuari-Abdurasul, 2023; Septiana & Hanafi, 2022), but lower results on the indicator indicate the need for additional strategies. Strengthening academic vocabulary and contextual understanding should be a focus to ensure students are not only familiar with reading, but also able to apply the knowledge gained in a broader context (Nuryati et al., 2021). Thus, the success of literacy programs can be improved through more personalized learning and based on students' needs regarding relevant and applicable vocabulary.

The improvement of students' reading ability at the high school level is influenced by reading motivation, family environment, and availability of reading materials, where each factor contributes to strengthening literacy skills. Reading motivation encourages students to actively explore a variety of texts, while a supportive family environment, such as reading habits at home and access to reading materials, can help build a stronger interest in reading (Yulianti & Sukasih, 2023). In addition, the availability of diverse reading materials, both in the form of printed and digital books, plays an important role in improving students' understanding of complex information (Annisawati & Oktora, 2023). School support through structured literacy programs and the existence of adequate libraries are also determining factors in increasing students' interest in reading (Pratiwi et al., 2022). Therefore, efforts to strengthen students' reading proficiency must include strategies that integrate strengthening reading motivation, family support, and access to quality reading materials in the school and home environment.

Although there has been significant progress in the implementation of literacy programs, some aspects still show shortcomings that need further attention. First, teachers' competence in literacy is still often inadequate, which has an impact on the effectiveness of literacy teaching in the classroom (Prasetya & Adlan, 2022). The availability of facilities and infrastructure is also a critical factor; many schools still lack resources such as reading books and adequate space to support literacy learning (Wijaya, 2022). This has a direct effect on students' motivation to participate in literacy activities, which is not optimal and has the potential to reduce the overall impact of this program. In addition, the application of learning strategies that encourage critical thinking skills and text evaluation still needs to be improved. The inactivity of students in participating in literacy activities is felt as a major obstacle that affects the success of literacy programs (Wiratsiwi, 2020). By combining strengthening teacher competence, increasing the availability of facilities, and implementing more effective learning strategies, it is hoped that it can optimize the potential of literacy programs to significantly increase student literacy achievement.

To increase the effectiveness of literacy programs, several strategic steps can be implemented. First, improving teacher competence is urgently needed through intensive literacy training and certification to ensure that educators can optimize literacy teaching in various subjects. Trained teachers can contribute to student motivation and learning activities, thereby helping to achieve literacy program goals (Zulfikar et al., 2023). Second, improving facilities and access to resources such as libraries and a varied collection of reading materials is crucial; The availability of diverse reading materials can have a direct impact on students' reading interest and involvement in literacy activities (Yulianti & Sukasih, 2023). Third, increasing student motivation can be done by developing a more interactive and collaborative learning strategy. Several studies have shown that strategies involving games and group activities can increase students' interest in learning (Dewi, 2023). Lastly, the

importance of periodic and ongoing evaluations cannot be overlooked; A good evaluation system will provide valuable information about the effectiveness of the program and areas that need improvement, thus ensuring that literacy programs continue to be relevant and responsive to the needs of students.

This study has several limitations, including generalization problems, because the findings obtained are only relevant to State High School 1 Subang and cannot necessarily be applied to other schools with different contexts. In addition, certain factors such as school policies, family conditions, and socio-economic status of students can influence the results and interpretation of this study. Potential bias in self-reporting from teachers and students also needs to be considered, given that data collection depends on responses from respondents.

4. CONCLUSION

The literacy program implemented at SMU Negeri 1 Subang has succeeded in improving students' reading proficiency, with significant improvements in several aspects of reading skills. However, there are challenges that need to be considered, especially related to teacher competence, supporting facilities, and student motivation. Teachers' competence in literacy still needs to be improved through intensive training in order to optimize the implementation of the Independent Curriculum, which is an important part of this program. In addition, structural and systemic barriers, such as lack of resources and managerial support, also hinder the success of the program. For this reason, more sustainable and systematic policies, including improving facilities and access to reading materials, are needed to support the strengthening of literacy in schools. Going forward, further research can be conducted with longitudinal designs involving different schools to evaluate the long-term impact of literacy programs and consider external factors that affect literacy, such as the family environment and socio-economic conditions of students. This can provide deeper insights into how literacy can be strengthened in various educational contexts. Thus, to strengthen the success of literacy programs, strategic measures such as teacher competency development, facility improvement, and strengthening student motivation must be priorities in future literacy education policies.

REFERENCES

- Adap, J. O., Enon, J. J., Villar, J. B. D., & Monteza, A. M. M. (2024). Implication of Reading Skills Proficiency in First Year Students of UM Digos College: An in Depth Perception of First Year College Students. *International Journal of Innovative Research in Multidisciplinary Education*, 03(04). <https://doi.org/10.58806/ijirme.2024.v3i4n15>
- Amiruddin, & Setialaksana, W. (2023). *Evaluasi Model Cipp Di Sekolah Menengah Kejuruan*.
- Annisawati, P. N., & Oktora, S. I. (2023). How Does ICT Literacy Influence Reading Literacy Score in Indonesia: First Attempt Using Spatial Analysis Approach. *Journal of Applied Research in Higher Education*, 16(1), 61–76. <https://doi.org/10.1108/jarhe-10-2022-0322>
- Bhakti, Y. B. (2017). Evaluasi Program Model CIPP pada Proses Pembelajaran IPA. *JIPFRI (Jurnal Inovasi Pendidikan Fisika Dan Riset Ilmiah)*, 1(2), 75–82. <https://doi.org/10.30599/jipfri.v1i2.109>
- Dewi, B. I. P. (2023). *Implementation of the Class 6 Teaching Campus Program to Improve Students' Literacy and Numeracy Abilities at SMPN 2 Lenek*. 1(2), 94–105. <https://doi.org/10.59965/pijme.v1i2.49>
- Fernandes, S., Querido, L., & Verhaeghe, A. (2024). Learning to Read in an Intermediate Depth Orthography: The Longitudinal Role of Grapheme Sounding on Different Types of Reading Fluency. *Behavioral Sciences*, 14(5), 396. <https://doi.org/10.3390/bs14050396>
- Finney, T. L. (2020). Confirmative Evaluation : New CIPP Evaluation Model Confirmative Evaluation : New CIPP Evaluation Model. *Journal of Modern Applied Statistical Methods*, 18(2). <https://doi.org/10.22237/jmasm/1598889893>

- Fitri, D. A. (2022). School Literacy Movement: A Literature Review. *International Journal of Current Science Research and Review*, 05(07). <https://doi.org/10.47191/ijcsrr/v5-i7-23>
- Heru Santosa, & Supadi. (2023). Evaluation of the School Literacy Movement Program in Senior High School. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 7(1), 150–157. <https://doi.org/10.23887/jppp.v7i1.60170>
- Ince, G. G., Şan, İ., & UYAR, A. (2023). Curriculum Literacy Perception Level of Teachers. *International Journal of Educational Research Review*, 8(3), 422–434. <https://doi.org/10.24331/ijere.1270528>
- Jumari, & Suwandi. (2020). Evaluation of Child-Friendly Schools Program in Islamic Schools using the CIPP Model. *DINAMIKA ILMU*, 20(2), 323–341.
- Jusmirad, M., Angraeni, D., Faturrahman, M., Syukur, M., & Arifin, I. (2023). Implementasi Literasi Dan Numerasi Pada Program MBKM Dan Dampaknya Terhadap Siswa SMP Datuk Ribandang. *Jurnal Pendidikan Indonesia*, 4(03), 303–310. <https://doi.org/10.59141/japendi.v4i03.1687>
- Kartikasari, E., & Nuryasana, E. (2022). School Literacy Movement Program in Elementary School, Indonesia: Literature Review. *Journal of Education and Learning (Edulearn)*, 16(3), 336–341. <https://doi.org/10.11591/edulearn.v16i3.20383>
- Kemp, E., Trigg, J., Beatty, L., Christensen, C., Dhillon, H. M., Maeder, A., Williams, P., & Koczwara, B. (2020). Health Literacy, Digital Health Literacy and the Implementation of Digital Health Technologies in Cancer Care: The Need for a Strategic Approach. *Health Promotion Journal of Australia*, 32(S1), 104–114. <https://doi.org/10.1002/hpja.387>
- Kurniawati, E. W. (2021). Evaluasi Program Pendidikan Perspektif Model CIPP (Context, Input, Process, Product). *Jurnal GHAITSA Islamic Education Jurnal*, Volume 2(1), 24.
- Lolotandung, R., & Trivena, T. (2022). Literacy Program to Increase Reading Interest in Third-Grade Elementary School Students. *Edumaspul - Jurnal Pendidikan*, 6(2), 1778–1782. <https://doi.org/10.33487/edumaspul.v6i2.4454>
- Maesaroh, M., Ghozali, M., Dinana, A., Baiti, M., & Fikri, S. M. (2022). Analysis of Context, Input, Process, and Product (Cipp) Model Evaluation in the Kibar Guidance Program in Learning To Read and Write Al-Qur'an At Elementary School During Covid-19. *JIP Jurnal Ilmiah PGMI*, 8(1), 43–52. <https://doi.org/10.19109/jip.v8i1.11625>
- Marlena, L., Wahidin, W., & Azizah, U. S. Al. (2022). Pelatihan Kompetensi Literasi Dan Numerasi Guru Sebagai Penguatan Menghadapi Kurikulum Merdeka. *Jumat Pendidikan Jurnal Pengabdian Masyarakat*, 3(3), 151–155. <https://doi.org/10.32764/abdimaspen.v3i3.2844>
- Masyhura, N., & Ramadan, Z. H. (2021). Implementation of Digital Literacy in Elementary Schools. *International Journal of Elementary Education*, 5(4), 639. <https://doi.org/10.23887/ijee.v5i4.39480>
- Maunula, M., & Lähdesmäki, S. (2022). Student Teachers' Perceptions of the Connection Between Literacy, Equality and Digitalization. *International Journal on Social and Education Sciences*, 4(3), 323–337. <https://doi.org/10.46328/ijonses.392>
- Misuari-Abdurasul, S.-A. M. (2023). Vocabulary Proficiency: Its Influence on Reading Comprehension Skills Among Students in Selected Secondary Schools in Isabela Basilan. *International Journal of Management Studies and Social Science Research*, 05(03), 382–395. <https://doi.org/10.56293/ijmssr.2022.4650>
- Novitasari, K., Zubaidah, E., Harjana, R., & Daniswari, H. P. (2020). Multimedia Technology to Stimulate Children's Literacy Ability: Study in Kindergarten in Sleman. *Universal Journal of Educational Research*, 8(12B), 8011–8016. <https://doi.org/10.13189/ujer.2020.082601>
- Nuryati, N., Bowo, A. N. A., & Paiman, P. (2021). Development of Literacy-Based Learning for Pancasila and Citizenship Education in Senior High School. *International Journal on Education Insight*, 2(1), 1. <https://doi.org/10.12928/ijei.v2i1.3003>
- Percle, A., Arrington, L. E., Flurkey, A. D., Damico, H. L., Weill, C., Damico, J. S., & Nelson, R. L. (2020). Illuminating the Complexity of Oral Reading Fluency: A Multiple Lens Approach. *Literacy Research Theory Method and Practice*, 69(1), 358–376. <https://doi.org/10.1177/2381336920937269>
- Prasetya, I., & Adlan, M. (2022). Management of the Literacy Movement Program (LMP) to Improve

- Reading Culture in Elementary Schools. *Journal of Innovation in Educational and Cultural Research*, 3(3), 316–322. <https://doi.org/10.46843/jiecr.v3i3.117>
- Pratiwi, S. N., Prasetya, I., & Gaja, N. (2022). Literacy Culture in Elementary Schools: The Impact of the Literacy Movement Program and Library Facilities. *Jurnal Kependidikan Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan Pengajaran Dan Pembelajaran*, 8(3), 786. <https://doi.org/10.33394/jk.v8i3.5559>
- Pujiastuti, P., Herwin, H., & Firdaus, F. M. (2021). Thematic Learning During the Pandemic: CIPP Evaluation Study. *Cypriot Journal of Educational Sciences*, 16(6), 2970–3980. <https://doi.org/10.18844/cjes.v16i6.6481>
- Raraju, N., Augustine, J., & Chavan, V. K. (2022). A Comparative Study on Achievement Levels of High School Students in English Subject. *International Journal of All Research Education & Scientific Methods*, 10(06). <https://doi.org/10.56025/ijaresm.2022.10626>
- Ratnaya, G., Indriaswuri, R., Widyanthi, D. G. C., Atmaja, I. M. P. D., & Dalem, A. A. G. P. K. P. (2022). CIPP Evaluation Model for Vocational Education: A Critical Review. *Education Quarterly Reviews*, 5(3), 1–8. <https://doi.org/10.31014/aior.1993.05.03.519>
- Samaranayake, S. W., Kositchaivat, S., & Theienpermpool, P. (2022). Effectiveness of in-House Materials on Academic Reading Proficiency of College-Level Omani Students. *Arab World English Journal*, 13(4), 454–467. <https://doi.org/10.24093/awej/vol13no4.30>
- Septiana, A. R., & Hanafi, M. (2022). Vocabulary Mastery and Reading Comprehension of It Education Department Students. *Jurnal Eduscience*, 9(2), 532–542. <https://doi.org/10.36987/jes.v9i2.3070>
- Siswadi, Y., Houghty, G. S., & Agustina, T. (2019). Implementation of the CIPP evaluation model in Indonesian nursing schools. *Jurnal Ners*, 14(3).
- Süer, S., & Demirkol, M. (2023). Are Primary Teachers Literate or Not: A Study on Curriculum Literacy of Primary Teachers. *International Journal of Contemporary Educational Research*, 10(1), 72–88. <https://doi.org/10.33200/ijcer.1160273>
- Sum, P., Sok, S., & Pang, S. (2023). Exploring EFL Students' Perceptions of Reading Habits in English Academic Reading: A Case of a Cambodian Private School. *Ele Reviews English Language Education Reviews*, 3(2), 99–115. <https://doi.org/10.22515/elereviews.v3i2.7542>
- Wahyudin, U. R., & Bk, M. T. (2022). *Sustainable Professional Development : Skills and Needs for Scientific Publication Training for Elementary School Teachers*. 11(1), 142–153.
- Widana, I. W., Sumandya, I. W., & Asih, N. P. R. T. (2023). Evaluative Study: Literacy Outreach Program Based on Local Wisdom at SDN 1 Apuan Bangli. *Jisae Journal of Indonesian Student Assesment and Evaluation*, 9(1), 26–36. <https://doi.org/10.21009/jisae.v9i1.32533>
- Wijaya, M. S. Z. S. (2022). Implementation of the Reading Corner Through the School Literature Movement in Increasing Student's Reading Interest in Elementary School. *Jurnal Pendidikan Dan Pengajaran Guru Sekolah Dasar (Jppguseda)*, 5(3), 90–96. <https://doi.org/10.55215/jppguseda.v5i3.6475>
- Wiratsiwi, W. (2020). Penerapan Gerakan Literasi Sekolah Di Sekolah Dasar. *Refleksi Edukatika Jurnal Ilmiah Kependidikan*, 10(2), 230–238. <https://doi.org/10.24176/re.v10i2.4663>
- Yahya, A., Risnawati, & Kurniawati, Y. (2021). Evaluasi Model CIPP Pada Pelaksanaan Program Madrasah Diniyah Takmiliah Wustha di SMP Negeri 1 Rambah. *AL-QALAM Jurnal Kajian Islam & Pendidikan*, 13(2), 46–54.
- Yulianti, B. D., & Sukasih, S. (2023). School Literacy Movement Program and Its Impact on Students Reading Interest and Reading Comprehension Skills. *Jurnal Pendidikan Dan Pengajaran*, 56(3), 654–666. <https://doi.org/10.23887/jpp.v56i3.68122>
- Zulfikar, Z., Asiz, S. A., & Haslindah, H. (2023). The Influence of the Literacy Movement on the Learning Motivation and Activeness of Elementary School Students. *Pedagogik Journal of Islamic Elementary School*, 85–96. <https://doi.org/10.24256/pijies.v6i1.3805>