Research and Development Journal Of Education
Vol. 12, No. 2, Oktober 2026, Pp: 522 – 539 p–ISSN 2406-9744
DOI: https://doi.org/10.30998 e–ISSN 2657-1056
Available online at https://journal.lppmunindra.ac.id/index.php/RDJE

THE SCHOOL LITERACY MOVEMENT AT THE LEARNING STAGE: APPLYING HISTORICAL THINKING AND CRITICAL LITERACY IN HISTORY SUBJECTS AT STATE SENIOR HIGH SCHOOL 2 MOJOKERTO CITY

Achmad Dicky Setyawan[1(*)], Moch. Nurfahrul Lukmanul Khakim[2]
Universitas Negeri Malang, Indonesia[123]
adsdicky7@gmail.com[1], moch.nurfahrul.fis@um.ac.id[2]

Received: 29 Agustus 2025
Revised: 11 Februari 2026
Accepted: 14 Juni 2026

Abstract

This study aimed to examine how the learning stages of the school literacy movement (SLM) were implemented to enhance historical thinking and critical literacy skills among Social Sciences students in history subjects at State Senior High School 2 Mojokerto City. Although the SLM created initial student engagement, the transfer to higher-order historical thinking skills remained limited. Additionally, the application of critical literacy to challenge perspectives, power dynamics in texts, and biases in historical narratives was not optimally organized. A qualitative research design was employed, with data collected through classroom observations, questionnaires, in-depth interviews with history teachers, and document analysis of lesson plans (RPP) and student work. The findings revealed that history teachers faced difficulties integrating historical and critical literacy into lessons, especially when using non-textbook materials for historical thinking activities. Consequently, students' analytical and critical competencies remained underdeveloped.

Keywords: School Literacy Movement; Learning Stages; History Subject; Historical Thinking; Critical Literacy

(*) Corresponding Author: Setyawan, adsdicky7@gmail.com

How to Cite: Setyawan, A. D. & Khakim, M. N. L. (2026). THE SCHOOL LITERACY MOVEMENT AT THE LEARNING STAGE: APPLYING HISTORICAL THINKING AND CRITICAL LITERACY IN HISTORY SUBJECTS AT STATE SENIOR HIGH SCHOOL 2 MOJOKERTO CITY. *Research and Development Journal of Education*, 12(2), 522-539.

INTRODUCTION

Learning is a crucial component of the educational process since it involves interaction among teachers, students, and learning materials. To attain the intended learning objectives, one must pay close attention to a number of factors connected to the learning process, one of which is learning materials. Learning resources are a system made up of a collection of materials in the form of people, equipment, methods, and surroundings that have messages, are made intentionally, and can be used in the learning process to help achieve the desired goals (Alrianingrum, 2010). Learning materials are essential in the learning process since they are utilized to enhance what students already know from prior education (Abdullah, 2012).

Therefore, teachers are supposed to be capable of researching learning materials as supplementary to the key content in teaching. Written are learning materials that are generally found in educational institutions. To help learning, there are several books that can be utilized as teaching tools. Literacy in the twenty-first century has gone beyond the fundamental capacity to read and write. Critical literacy is now stressed in the worldwide

educational model. Critical literacy is the ability to not just comprehend documents but also to examine their ideological basis, challenge power relations, and apply data for societal reflection (Nirmayani & Yudiana, 2025). At the same time, in history instruction, the emphasis has gone from rote learning of facts to fostering historical thinking, a set of disciplinary abilities comprising sourcing, contextualization, and corroboration, therefore enabling students to "think like historians" (Lévesque, 2008).

Although its ambitious goal is commendable, the application of the SLM within certain academic areas, particularly in history, frequently remains cursory. In various educational institutions, literacy practices are limited to mere habituation phases, such as brief periods of silent reading lasting around 15 minutes, utilizing generic texts that do not relate to the subject at hand (Masruroh, 2019; Pajriah, 2019). There exists a notable void in utilizing the development and learning phases to enhance literacy specific to each discipline. According to Lévesque, history, being a subject filled with stories, diverse viewpoints, and disputed interpretations, offers an excellent chance to use both historical reasoning and critical literacy. Yet, without intentional teaching strategies, the SLM risks becoming a separate endeavor instead of a comprehensive approach that alters the methodology in teaching and comprehending history.

State Senior High School 2 Mojokerto City is a well-regarded public institution anticipated to lead in the execution of national education strategies such as the SLM. Observations indicate that the SLM's execution at State Senior High School Mojokerto City has progressed to the habituation, development, and initiation of the learning phase. This observation is further enhanced by the library resources present at State Senior High School 2 Mojokerto City should adequately support the implementation of the SLM and be available for student use. Preliminary observations and informal talks with history teachers at the school indicate that while the habituation activities are routinely conducted, there is uncertainty and a lack of structured guidance on how to progress to the development and learning stages within the history classroom. Teachers express a desire to move beyond the textbook and teach students to think critically about history but are unsure how to systematically integrate these goals with the SLM framework. This results in a missed opportunity are students in social sciences may be exposed to historical facts but are not systematically trained to deconstruct historical narratives, evaluate sources, or understand history as a constructed interpretation, thus limiting their analytical and critical abilities.

However, from observations conducted by researchers in Social Sciences students at State Senior High School 2 Mojokerto City, the carrying out of reading fifteen minutes before the lesson begins has not been carried out by teachers at the school. This is due to the different attitudes of teachers regarding the employment of activities. From the results of an interview with the history teacher for Social Sciences at State Senior High School 2 Mojokerto City, Mrs. Dety Purwantini, M.Pd., the difficulty in implementing this program at the learning stage lies in students who are less fond of reading. Students read when the teacher gives assignments, so the students' initiative to look for references related to the subject matter being taught by the teacher is very lacking. With this, the execution of SLM which has entered the learning stage in this school requires the inclusion of literacy components in learning. Based on a direct interview with Dety Purwantini, M.Pd, as a History subject teacher in explaining the material using an introduction of a certain picture or writing by connecting one event to another event that is continuously related to the material taught in class.

Then the students appear curious, so questions arise which will later be used as learning. This activity is expected to be able to improve students' critical thinking in analyzing a problem that arises. This is certainly a problem when implementing the SLM at the learning stage for History subjects at that school. In theory, Avishag Reisman (2012)

focuses on what he calls historical disciplinary literacy. Through a framework known as reading like a historian, Reisman argues that history should not be taught as a collection of dead facts, but rather as a process of inquiry. Reisman (developing Sam Wineburg's ideas) emphasizes four cognitive strategies that are particularly suitable for tenth-grade high school students who are in the transition from abstract thinking to inquiry. Reisman emphasizes four main techniques that students must employ when dealing with historical documents or texts to build critical literacy: sourcing, contextualization, corroboration, and close reading.

Therefore, Reisman changed the structure of the history class through the DBL (Document-Based Lesson) model. The use of literacy in learning means understanding information when completing and understanding a writing, critical thinking, research, or solving a problem. Therefore, students' ability to understand the ideas and discussions in a textbook through the SLM is expected to be realized even with the help of guided reading made by their teacher. This theory is very relevant to the implementation of the school literacy movement. The learning stage at this school uses the application of historical thinking and literacy at State Senior High School 2 Mojokerto City. Students are invited to understand and investigate historical events in the past depending on the sources found by history teacher.

Previous research from this study from Azis (2020), Indahsari (2019), Fratikto (2019), and Kartikasari and Nuryasana (2022) has a common thread of discussion regarding the operation of the SLM supported by facilities and infrastructure to increase reading interest and learning outcomes so that this program is expected to become a culture of literacy and student habits in the classroom in searching for and analyzing information through learning resources. The research gap from previous studies ignores the developing students' critical thinking skills concept for understanding facts from processing and analyzing data on sources read through communicating information with exchange of ideas and conveying the results of interpretations of the information acquired.

Previous studies emphasize building a culture of literacy by utilizing facilities and infrastructure that support the SLM in increasing students' reading interests and learning outcomes. Many studies focus on either historical thinking or critical literacy. This research explicitly integrates them as interconnected and complementary goals within one framework. The gap is in understanding how a single pedagogical movement such as SLM can serve as the vehicle to build both the discipline-specific skills of a historian (historical thinking) and the broader, socially-oriented critical literacy. The novelty of this study lies in examining the enactment of the SLM at the learning stage in History subjects supported by school library programs and history teachers of State Senior High School 2 Mojokerto City with discuss and reading book during fifteen minutes. This research will produce a empirical case study. The outcome will not just be a list of shortcomings, but this model can serve as a test case for other schools and for policymakers to refine the SLM guidelines for history and other social science subjects.

This research contributes to history teachers of State Senior High School 2 Mojokerto City. For history teachers, the implementing the SLM at the learning stage in History subjects can add variety to learning methods and media by providing and facilitating discussion activities and delivering and analyzing information attained by students from reading books or searching the internet. In addition, this study contributes to the History Learning Strategies Studies. Therefore, the objectives of this study are (1) to expound and scrutinize the Implementation of school literacy movement (SLM) at the learning stage of History subject for Social Sciences students in applying historical thinking and critical literacy at State Senior High School 2 Mojokerto City?, (2) to elucidate the inhibiting factors of the school literacy movement (SLM) in the learning stage of History

subjects for Social Sciences students in applying historical thinking and critical literacy at State Senior High School 2 Mojokerto City?, (3) to clarify the supporting factors of the school literacy movement (SLM) in the learning stage of History subjects for Social Sciences students in applying historical thinking and critical literacy at State Senior High School 2 Mojokerto City?.

METHODS

This study usages a qualitative research method. The procedure of qualitative research methods according to Moleong (2017), is a research procedure that produces descriptive data in the form of writing, oral from interview results, and observable community behavior. This method explains the relationship between researchers and respondents directly and is more sensitive in adapting to the many sharpening influences on the value patterns faced by researchers (Tanzeh & Suyitno, 2012). This study was conducted to obtain facts related to the process of implementing the school literacy movement (SLM) at the learning stage in the History subject. The researcher's activities carried out were first, taking care of all permits related to research at State Senior High School 2 Mojokerto City. The second activity was to make observations related to the implementation of the school literacy movement. In addition to conducting direct observations, to obtain other data, researchers conducted interviews with designated informants. Researchers used tape recorders to record interview activities. Researchers can also conclude the results appropriate to be used as research data from these various activities.

The location of this research is in the environment of State Senior High School 2 Mojokerto City, located on Jalan Raya Ijen No. 9, Mergelo, Wates, Magersari District, Mojokerto City, East Java Province 61317. The researchers chose this location with various considerations, including State Senior High School 2 Mojokerto City is one of the best schools in Mojokerto City. This school has various supporting facilities and infrastructure for the objects in this study.

There are two types of data sources used in this study. To begin with, is a primary data source, namely data obtained directly in the field found from observation or interviews. In this study, primary data was achieved by researchers from the environment of State Senior High School 2 Mojokerto City, namely the results of interviews with history teachers and questionnaires from students in history classes and data in the form of library work program documents and SLM work programs. Besides, the second data is secondary data, namely data acquired from various conventional and online literature.

This data is in the form of documents or reports that are already available. In this case, SLM, history learning, and other literature to support this research. The data the researcher gained from searching for books related to the SLM, such as archives, documentation, and literacy diaries. The data was analyzed with primary data to obtain appropriate data. According to Creswell (2016), data collection can be done through observation, interview, and documentation. Observations were conducted in Social Sciences program, reading corners, and school libraries regarding the implementation of the SLM at the learning stage in the History subject. Interviews require various questions related to the research and open-ended questions, to obtain various views from participants. This study will require several sources, including 3 history teacher at State Senior High School 2 Mojokerto City

Meanwhile, the documents used in this study consist of the learning program plan (RPP), photos, documentation related to the implementation of the school literacy

movement, and questionnaires. In qualitative research, data is obtained from various data collection techniques and is carried out continuously until the data becomes saturated. Qualitative data analysis is inductive, namely an analysis based on the data gotten. According to Sugiyono (2015), the analysis of this research data is data reduction, data presentation, and conclusion. The first activity is data reduction, namely the process of data analysis carried out by reducing and summarizing various research results by emphasizing various important things. Reduction aims to facilitate understanding of the data that has been found so that the data can be more detailed. The data analyzed in this case are the results of interviews with history teachers and students, as well as the results of observations related to history learning carried out by history teachers. Then the second activity is data display/data presentation. This data presentation is various data from research results that have been arranged in detail to provide a detailed description of the research. From these results, a relationship pattern can be sought to make decisions. After that, there is the third activity, namely concluding. Concluding is the last stage in the research process to give meaning to the data that has been analyzed. The data analysis process starts with raw data which is then reduced according based on research problems.

RESULTS & DISCUSSION

Results

Interviews revealed a clear understanding of SLM as policy but a vague conception of its application for advanced literacy. All history teachers in this school saw the learning stages as sequential activities, not as a scaffold for progressively complex cognitive skills. Associated with "analyzing causes" and "understanding chronology." Terms like "sourcing" and "corroboration" were unfamiliar as formal concepts. Teachers asked students to "check different books" but not systematically. When explained, all three history teachers at this school responded that they sometimes do that if they have time, but it wasn't in the lesson plan. It was a side discussion. Results from analysis document show all analyzed RPPs included "literacy" in the introduction/apperception section, listed as "reading a text". Therefore, the lesson plan (Rencana Program Pembelajaran - RPP) documents predominantly use verbs such as explain and describe (85%).

Verbs such as analyze, evaluate, or criticize only appear in 15% of the lesson plan documents and have not been optimally linked to historical thinking activities through critical literacy. It can be concluded that the lesson plan documents created by history teachers show no lesson plans that detail historical thinking activities that develop from reading sources to critiquing them using critical literacy outside of the textbook. The data conclusively reveals a significant implementation gap. While the SLM provides a structural framework, its current enactment in the history classroom at State Senior High School 2 Mojokerto City does not translate into a progression of historical thinking or critical literacy skills. The stages are implemented as ends in themselves rather than as a scaffold to move students from basic literacy to disciplinary and essential literacy. The potential of SLM to serve as the "engine" for a curriculum like Reisman's "reading like a historian" remains unrealized due to conceptual, practical, and systemic barriers.

Discussion

School Literacy Movement for Historical Thinking and Critical Literacy in History Learning

The principles of the school literacy movement activities at the learning stage are that the books read are books related to general knowledge, hobbies, special interests, or related to certain subjects such as History, so that later there will be bills for each subject. At the learning stage, the history teacher has involved literacy components in the history learning process. Before history learning begins based on the researcher's observations, the history teacher prepares several plans to support the learning process so that it runs according to the desired goals. Some plans that support the learning process include determining the basic competencies (KD) to be studied, compiling a Learning Program Plan (RPP) based on the determined KD, creating teaching materials that will be used in learning such as PowerPoint, video clips, narrative texts, creating assessment components such as question grids, test questions, individual student assessments, and learning resources.

When viewed from the planning of each history teacher in this school, it is different. To begin with, Mrs. Ema Ihwayuni, S.Pd. included a literacy component in the Learning Program Plan (RPP) in the initial core activity, namely asking students to find sources regarding organizations formed during the Japanese occupation (1942-1945). The steps taken by Mrs. Ema Ihwayuni, S.Pd. was to provide stimulus or stimulation to focus students on the material to be studied, observe the pictures that had been prepared by her, after which students were asked to find out about the material on the internet and history textbooks.

The lesson plan from Mrs. Ema Ihwayuni, S.Pd. emphasizes a scientific approach. Learning using a scientific approach can make students actively acquire new knowledge (Nabila, 2015). Therefore, Mrs. Ema planned for students to form groups to discuss the material that will be in the lesson, later they must be able to conclude and summarize in their respective notebooks. In addition, Mrs. Dety Purwantini, M.Pd. included a literacy component in the RPP in the core activity. The literacy components included in the RPP as a whole were asking students to observe, solve problems, and determine conclusions from observations of the material being studied. Meanwhile, Mrs. Dety Purwantini, M.Pd.'s planning planned to make problem-based learning. According to Sumartini (2016) to increase the quality of student problem management, it needs to be supported by the right learning method. One of them is by using problem-based learning. The problem raised by Mrs. Dety is from the results of student work, aiming to check the results of student work whether it is correct or not.

Furthermore, Mr. Restu Agus Baysa, S.Pd. included a literacy component in the RPP in the core activity, namely asking students to discuss and find sources regarding the theory of the entry of Islam into Indonesia. The steps taken by Mr. Restu Agus Baysa, S.Pd. namely by providing stimulus or stimulation, then in groups conducting observations and solving problems in the textbook. History learning planning based on the SLM from Mr. Restu Agus Baysa, S.Pd. by forming groups to discuss questions given by Mr. Restu. Then students collect data that will later become answers and communicate to the front of the class according to their interpretation and based on historical facts contained in literacy sources. Through a learning process that actively involves students, it aims for students to find new information by means of their respective understandings (Nabila, 2016).

The formation of groups also helps them in exchanging ideas, so that they will later find solutions related to a problem. Unfortunately, the use of literacy resources is still limited to textbooks. Mr. Restu should provide or facilitate literacy resources outside of existing subject textbooks. The three teachers implemented literacy activities in their

planning almost equally emphasizing the activeness of students to obtain the latest information from their various understandings. This was done by the three history teachers to make students practice their literacy skills in analyzing and informing historical facts contained in literacy sources used in history learning in class. The planning listed in the RPP sometimes has to be adjusted to the learning conditions on that day. Therefore, sometimes the implementation is different from what was previously planned.

Planning is made into one Learning Program Plan (RPP), but for implementation, it is divided into two types, namely face-to-face learning and online learning. In accordance with the policy at State Senior High School 2 Mojokerto City online learning is carried out by providing materials, assignments, daily tests, mid-semester tests, and end-of-semester tests. Face-to-face learning is only carried out by discoursing the materials and assignments that have been given during online learning. At the learning stage, the level of students' interest in reading and reading comprehension can be seen even though the use of history books other than those from the internet and textbooks owned by the school library has not been used optimally.

The implementation of literacy in the history learning process at State Senior High School 2 Mojokerto City carried out by each teacher is different. Each teacher must have the ability to create learning patterns with materials and materials that are appropriate to class conditions and the teacher's ability to deliver them (Sumartini, 2016). Therefore, the three history teachers who teach carry out literacy activities differently according to their respective abilities and conditions. First, Ema Ihwayuni, S.Pd., teaches History subject for class XI Social Sciences 1-5. Mrs. Ema carries out reading and writing literacy in the form of summarizing the material that has been studied and then presenting and discussing it during the learning process. Reading and writing literacy is the earliest literacy known because it is related to reading and writing (Hamzah, 2019). In this activity, the teacher enquires students to rewrite things that have been found in collecting learning resources related to the questions that arise. The teacher also guides several essential materials that must be rewritten by students. Another literacy that supports the learning process is digital literacy.

The operation of learning during the study argued material related to the arrival of Japan. Using the discovery learning model, with literacy and lecture methods, the media used were historical documentary videos from YouTube. The use of YouTube as Mrs. Ema's learning media is part of digital literacy that offers historical documentary videos about the arrival of Japan in Indonesia in 1942. Digital literacy is the ability to take information from various technologies in the Industrial Era 4.0. The KD taught by Mrs. Ema during this research were 3.5 analyzing the nature of the Japanese occupation and the response of the Indonesian people and 4.5 reasoning the nature of the Japanese occupation and the response of the Indonesian people and presenting them in the form of historical stories. The objectives of this face-to-face learning are following the RPP that has been made by the teacher, namely (1) analyzing the entry of Japan into Indonesia until (6) creating a paper about historical stories.

The activity is intended to find answers to questions that arise in the learning process. Students are conducted to find various learning resources to understand the material given by the teacher online or through blogs or articles. Mrs. Ema's literacy activities are quite good because they combine basic literacy activities with her learning. In the context of critical literacy, Reisman's concept is particularly powerful in Ms. Ema's class, as students are taught that textbooks are not "absolute truth," but rather one interpretation. To help students reinterpret the Japanese occupation, Ms. Ema uses YouTube, and then reinterprets the material to reflect their understanding of the Japanese occupation of Indonesia. The students then rewrite the results of their reinterpretations in their notebooks.

After that, the teacher tested students to accomplish reading, writing, and summarizing activities in student books regarding the material that would be studied in today's learning. In the core activities, students presented the results of their reading and writing represented by three students. Students were asked to volunteer first, if no one was willing, the teacher would appoint one of the students. In theory, literacy-based learning, according to Elizabeth et al. (2023), is understood as the ability to read and write in investigating and report to facts gotten from reading literacy sources by rewriting the facts on the classroom board or conveying them verbally. The material and understanding clarified by the teacher came from the results of students' writings, at that time the teacher explicated how Japan could come and colonize Indonesia, and what factors supported Japan in being able to colonize Indonesia. The teacher explained by linking the influence of the Japanese occupation that can be felt until now. The learning core activities do indeed prioritize dialogues between students and teachers.

In addition to, Dety Purwantini M.Pd., teaches History subject in class X Social Sciences 2-4. The learning strategy by Mrs. Dety allows the researcher is be very fascinated. How Mrs. Dety elucidates, monitors, and encourages students to be active in learning. The implementation of worthy learning strategies will be achieved, depending on the teacher's expertise in using learning methods, techniques, and tactics (Sanjaya, 2016). This is Mrs. Dety's advantage in mastering the class so that the enactment of literacy activities can run well.

Implementation of learning during the research process, Mrs. Dety discussed topics related to ancient world civilizations. However, due to the mismatch in the time allotted and the volume of material, it was essential to link the initial content to subsequent topics. The subjects to be examined pertain to early world civilizations and their connections to contemporary societies concerning environmental, legal, cultural, governmental, and social dimensions. Throughout the educational process, Mrs. Dety employed the discovery learning model alongside the literacy approach. The teacher's instructions were derived from the tasks assigned during remote learning sessions. The medium of instruction was in person, utilizing a whiteboard for demonstrations. The history learning session along with literacy activities was designated a duration of 60 minutes. The literacy activities implemented by Mrs. Dety included digital literacy, reading and writing skills, and scientific literacy. Scientific literacy encompasses the knowledge and competencies necessary for analyzing and acquiring new information that can be elucidated based on established facts (Hamzah, 2019). Mrs. Dety's instructional methods hinge on the output of the students, hence the teaching materials are formed from their work. This approach is utilized to assess the level of understanding and ownership the students have over their completed assignments.

Learning strategies that provide various questions and encourage many opinions to come out between teachers and students. Mrs. Dety, who is a senior teacher at State Senior High School 2 Mojokerto City, can easily understand and condition the class. If students do not know the answer, Mrs. Dety invites them to search on the internet, but from the answer, students must be able to account for the sources obtained. This is done so that students are able to know which sources are good and correct. The SLM learning stage is explained by Sari (2018) that at this stage students communicate information obtained from sources both through the internet and the school library by collaborating which then examine, synthesize, and analyze information based on their interpretations. In the learning core activity, the teacher asks students to communicate the results of their online learning assignments by writing them on the classroom board (see Figure 1). On this occasion, the teacher encourages them to find out whether their assignments are correct or not. The teacher also asks students to check each other's answers. Each student is given one

opportunity to come forward to write their opinion, this is done so that the points acquired are evenly distributed.

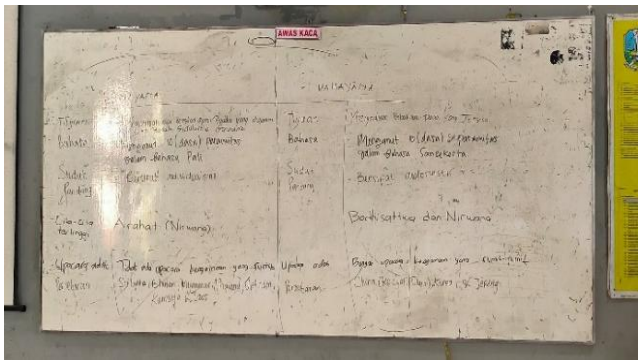


Figure 1.
Results of Dialogue of Students' History Learning Materials Regarding the Material of Indus and Ganges River Civilizations, Prehistoric Life, and Hindu-Buddhist Social Life by Writing on the Whiteboard
Source: Researcher Documentation

Figure 1 explains the learning core activity does indeed prioritize dialogues between students and teachers. The history learning carried out by Mrs. Dety, which uses literacy and encourage many opinions to come out between teachers and students has built and formed critical thinking through processing and analyzing data on sources read through communicating information with dialogues and conveying the results of interpretations of the information acquired. Students are asked to find or collect information from what is discussed by reading source books or searching the internet. This is done to counteract different learning styles that help transfer teacher perceptions of learning materials to students (Irhamny et al., 2022).

Following Reisman's concept, students begin to treat historical texts as arguments, not as fixed facts. They learn that historical texts are written by individuals with specific perspectives, so they then correlate the online articles they read with their textbooks. The application of Avishag Reisman's concept using a whiteboard for the Indus-Ganges River Civilization, Prehistory, and Hinduism-Buddhism creates a dynamic "history laboratory" in the classroom. The whiteboard serves as a visualization space for the thinking process.

The discovery of Reisman's concept in Mrs. Dety's class that the researcher observed was seen when students realized that without legible writings about the Indus and Ganges river civilizations, they could only source from inanimate objects, not human narratives. The use of a whiteboard within Reisman's framework allows teachers to directly model historical thinking. History teachers can create a comparison table or concept map on the board to compare archaeological finds in Harappa (Indus) with the Vedic texts (Gangetic) that gave birth to early Hinduism and Buddhism in India. Students visually see where the contradictions and similarities lie between the sources. For Hindu-Buddhist material, the whiteboard is very effective for drawing concept maps of trade relations between India and the Indonesian archipelago. This helps students contextualize understand why an ideology can shift. Unlike the rigidity of PowerPoint, the whiteboard allows teachers to add "critical strokes" from students' opinions in real time when analyzing prehistoric sources, for example, interpreting the function of sarcophagi.

The physical limitations of a whiteboard can hinder in-depth critical literacy analysis if not managed properly. Reisman's concept relies heavily on original documents, such as

photographs of artifacts and manuscript fragments on the Indus and Ganges River civilizations, prehistoric life, and Hindu-Buddhist life. A whiteboard struggles to reproduce the visual details of primary sources as perfectly as a projector, resulting in less detailed close-reading analysis of these materials. Furthermore, there's the risk of fragmented information. If the discussion is too broad on this material, the whiteboard quickly becomes crowded. This can disorganize the chronological flow and confuse students. Writing down sourcing points such as who wrote, when, where, and how the event occurred for many documents on the material on the whiteboard takes up a considerable amount of time, which could have been used for debate/discussion sessions.

The main findings showed that the whiteboard was most effective when used as an argument map. instead of writing the correct answers, the teacher wrote "detective questions" in the center of the board, and then students glued or wrote evidence they found from reading the document around the questions. A drawback to applying historical thinking and critical literacy, as reflected in Reisman's concept, is that the use of sources such as history books outside of textbooks is still not widely used in Ms. Dety's class. Furthermore, Mr. Restu Agus Baysa, S.Pd., teaches History subjects for grades X Social Sciences 1-4. The learning carried out by Mr. Restu tries to adjust to the learning implementation plan. The literacy activities carried out by Mr. Restu are digital literacy and reading and writing literacy. The learning introduction used by Mr. Restu is the Saudi Arabia map. Learning media can be more effective if used according to its type. From this learning, we can see that the right media has been used, which aims to find out the location of the city of Mecca. The use of the location of location of the city of Mecca is used as an elucidation of the theory of the entry of Islam into Indonesia to students.

Mr. Restu also carried out literacy reading for fifteen minutes, this activity was carried out after the learning introduction. This activity aims to find out and collect questions that have been given by Mr. Restu. Then later the answers will be written on the board that has been provided. Digital literacy is gained when students search for answers on the Internet. Then for reading and writing literacy is obtained when students search for answers in student books and write on the class board. This is an effective learning strategy to encourage student participation in learning activity (Anitah, 2014; Setyawan & Khakim, 2026). After that, in the learning core activity, Mr. Restu inquired students to communicate the results of the fifteen-minute reading activity from the literacy used both from textbooks and the internet by writing on the classroom board (see Figure 2). The teacher also enquired students to check each other's answers. Each student was given one opportunity to come forward to write their opinion, this was done so that the points attained were evenly distributed. The learning core activity indeed prioritizes interaction between students and history teachers.



Figure 2.
Students Write Down the Results of Fifteen-Minute Readings on the Whiteboard Regarding the Theory of the Entry of Islam into Indonesia
Source: Researcher Documentation

Displaying a map of Mecca to explain the theory of the arrival of Islam (the Mecca Theory) is a crucial step in applying Avishag Reisman's concept, particularly the pillars of contextualization and sourcing. By displaying a map of Mecca, based on Reisman's concept, history teachers not only show locations but also construct a narrative of the situation from the 7th to 13th centuries. Using the map, students are encouraged to consider: "How did traders and scholars from Mecca reach Indonesia before the advent of machine technology?" History teachers use maps to demonstrate Mecca's position as a spiritual center and a meeting point for world trade routes. This helps students understand how Islamic ideology spread through maritime routes connecting the Middle East, India, and the coast of Sumatra.

Maps help validate sources supporting the Mecca Theory. One theorist supporting the Mecca Theory, Hamka (Haji Abdul Malik Karim Amrullah), bases his argument on the similarities between the Shafi'i school of thought in Mecca and the Indonesian archipelago. In relation to maps, a history teacher could show a map of the distribution of Islamic schools of thought. Students are encouraged to observe: "If Islam originated in Gujarat (India), where the majority adheres to the Hanafi school of thought, why is Indonesia predominantly Shafi'i, as in Mecca?". Here, the map serves as an instrument for tracing the origins (sources) of ideology. Unfortunately, the history lessons in class taught by Mr. Restu did not compare various physical evidence found in different locations such as the tomb of Fatimah binti Maimun in Gresik and the tomb of Troloyo or show a map of the location of Barus which connected international trade between the Middle East and Indonesia in the 7th century. In fact, Reisman's concept emerged when students analyzed theories about the arrival of Islam in Indonesia by drawing maps and reinterpreting them from internet articles and textbooks they had read and compared (see Figure 2). The advantage of applying historical thinking and critical literacy, based on Reisman's concept, is that students can come forward and draw their own routes based on their understanding, which sparks discussion about monsoons. This activity is an important element in contextualizing maritime history within history lessons.

The disadvantage of using only static maps on the board without comparative data, such as wind direction maps or commodity maps from the 7th to 13th centuries, is that students might perceive the journey as easy and straightforward, when in fact it was fraught with logistical challenges. The findings suggest that students are often surprised to realize that Islam did not arrive through a single route, but rather the result of a complex global network, which can be best explained through maps analyzed using Reisman's historical thinking framework. Various implementation strategies carried out by history teachers in this school are different, but they do not become obstacles in the application of literacy. The use of literacy as a complement to the main source, namely textbooks or digital literacy, is very important because we can find out about other supporting materials. Supporting materials from learning that integrate creativity in learning digital literacy in the form of increasing their understanding and the development of skills needed to actively participate (Aisyah et al., 2023).

The knowledge obtained by students can also be broader and more diverse, but the role of teachers is still essential as facilitators and guides so that students' understanding can run properly (Rahmawati, 2013). The essential role of history teachers as facilitators and guides is to develop reading comprehension skills. Reading comprehension skills, evaluate students' reading comprehension skills using standardized tests or by evaluating their ability to analyze text, make inferences, and summarize material (Indrawan & Yudiana, 2022; Kartikasari & Nuryasana, 2022). his approach helps students feel more engaged and involved in various aspects of literacy, which can increase their interest in reading.

Why SLM Falls Short: Obstacles in Applying Historical Thinking and Critical Literacy in History Class

The inhibiting factor felt by every history teacher at this school is a damaged LCD facility. In fact, acquiescent to Sudirman (2011), complete learning facilities that students have will make students more happy and enthusiastic in learning. Correct use will make it easier and smoother for the learning process to take place. With this situation, learning achievement will also be maximized. Therefore the obstacle occurs when learning history taught by Mr. Restu, namely the LCD-provided experience constraints, Mr. Restu must rack his brain so that learning continues to run, so that when replacing the material in the PowerPoint with the explanation of the lecture it must be sent at the Grub Class Discussion. Other facilities such as Wi-Fi which also sometimes cannot be used force Mrs. Dety to provide hotspots for students to use.

Various activities have been carried out from year to year. The obstacle faced this year is the existence of the COVID-19 pandemic. Permitting to Purwanto et al. (2020), the teacher identifies more challenges and is shaky. The challenges faced by history teachers package literacy in history learning during the COVID-19 pandemic include savings in the choice of methods that are usually applied in regular face-to-face classes, fewer curriculum material scope, and technological skills that hinder the potential of online learning. Moreover, the implementation of learning in each class is divided into two sessions.

The school applies two learning sessions namely online and offline. Every week class X and class XI IIS alternately for online and offline. So the time allocation also adjusts from the initial 90 minutes to 120 minutes, now to 60 minutes/face-to-face. Other activities of the school literacy movement also adjust, so some activities can not be carried out well, such as reading fifteen minutes. The teacher is still constrained by students who are still unable to carry out learning online well. Affording to Purwanto et al. (2020), working from home can be carried out effectively if the teacher and school can work together and be responsible. Both parties must better understand the conditions that are happening, while providing the best possible performance, despite working in different places. Students must also be able to understand and have awareness of the current conditions.

Students still do not have awareness related to the collection of assignments (Interviews with Mrs. Ema and Mrs. Dety, on 9-10 February 2021). Sometimes the teacher must remind when offline learning. This is also in line with the interview results when the researcher interviewed Mr. Restu on 9 February 2021. In the interview, Mr. Restu revealed that students' awareness of literacy-based history learning varies in their abilities. Indeed, some students do literacy without being asked by the teacher, but there are also those who need to be reminded, such as for assignments. Sometimes, some individuals are still late and do not submit.

Students' ability to engage in both online and offline learning environments differs from one individual to another. Some students are allowed to participate in offline learning, whereas others are not permitted to engage in it. It can be somewhat difficult to evaluate students' skills in an online learning environment, which is why teachers must employ effective instructional strategies. Effective teaching strategies are essential to support these students, as teachers frequently encounter difficulties in engaging students who show little interest in reading or have no interest in certain subjects (Putri et al., 2023). Additionally, school libraries do not provide enough literacy resources in the form of books, aside from textbooks and scientific journals. This causes students and history teachers to keep relying on written materials from textbooks. Despite the many sources available online, history teachers and students still mainly use Wikipedia as their main resource instead of e-books or e-journals.

In the context of applying Avishag Reisman's concept at State Senior High School 2 Mojokerto City, using this approach to tackle the challenges encountered by the SLM during the learning process, especially in the use of historical thinking and critical literacy in history classes, presents its own unique set of challenges. Reisman's concept demands a significant amount of mental capability, so the difficulties that arise are usually because there is a gap between what is covered in the course and the actual technical skills the students possess. One of the main issues in the school is that both history teachers and Social Sciences students are depending too much on just one textbook. Reisman requires the use of multi-interpretable documents. If history teachers and students depend only on textbooks, students are unable to critically evaluate sources because the author is regarded as the "voice of God" and their viewpoint is seen as unquestionable. Therefore, the author's authority should not be doubted.

The impact is that students fail to understand that history is a construct of arguments, not simply memorizing years, names, and places of events. Consequently, the application of historical thinking and critical literacy in the classroom for Social Sciences students is suboptimal, resulting in the use of history books beyond those available in the school library. Furthermore, the close reading aspect recommended by Reisman remains elusive among the three history teachers. Close reading requires careful attention to diction and rhetoric. If students' basic literacy skills are low, they will become trapped in literal meaning and fail to capture bias or hidden messages behind the text.

A challenge is that students frequently feel overwhelmed by lengthy and complex texts, which leads to a decline in their interest in reading. Reisman's concept takes a significant amount of time as students are required to examine and compare a minimum of two to three different documents or sources. However, corroboration requires in-depth discussion. At State Senior High School 2 Mojokerto City, the extensive history content in Social Studies lessons frequently causes teachers to move quickly through the material by giving lectures, rather than engaging students in document-based inquiry or combining the outcomes of their reinterpretations. In terms of obstacles, this is a technical issue, as history teachers often feel they are "wasting time" when they have to organize debates between sources at each meeting.

To address challenges at State Senior High School 2 Mojokerto City, teachers can apply scaffolding as a practical technical approach. History teachers can modify texts. The history teacher at this school does not give lengthy original documents, but instead provides simplified versions of the text while keeping their main meaning intact. To support this strategy, the history teacher uses graphic organizers like timelines displayed on the board or printed on paper. These tools help students navigate the process of sourcing, contextualization, corroboration, and close reading by offering short, focused questions that guide their learning.

Despite this, the three history teachers have tried to introduce critical literacy. History teachers can use images or maps, like the map of Mecca, or display photographs of artifacts instead of lengthy texts to make the learning process more engaging for Social Sciences students, thereby fostering the development of historical thinking skills. Activities and thinking skills that involve various sources of knowledge can help broaden students' horizons, thereby increasing their insight and greatly supporting their ability to deal with different problems (Rahmi et al., 2023).

Enablers of SLM in Fostering Historical Thinking and Critical Literacy

State Senior High School 2 Mojokerto City generally has adequate internet access facilities and digital devices for students. Facilities that have been developed by the school to support the literacy movement include library renovation in 2016, so that in 2017 it won

the 2nd Place Award for the Best Library at the National Level. There are other supporting facilities such as gazebos that can be used for learning together, and a shady environment creates a calm atmosphere for discussions or learning together with peers. Agreeing to Inayah et al. (2013), learning facilities have a direct effect on learning achievement and have an impact on student learning motivation and student achievement.

The completeness of supporting facilities such as collections and neatly arranged book placements can increase students' motivation to learn through reading literacy (Jauhari & Tarigan, 2018). Therefore, the importance of facilities in supporting student in literacy learning. Classroom facilities in history learning by Mrs. Ema and Mrs. Dety such as Wi-Fi which is used for students to access the internet. The availability of LCD is also very necessary for history learning by Mr. Restu who uses PowerPoint media. The school's facilities and infrastructure allow students to access digital archives (such as national libraries or foreign museum collections). This supports the pillars of sourcing (searching for the origins of digital documents) and corroboration (comparing historical journals with textbooks). History teachers can display two different documents on a digital screen/whiteboard for side-by-side comparison.

During the COVID-19 pandemic, online learning has now been carried out in the school environment (Prasetya & Harjanto, 2020). So in this online learning, all elements of education are required to be able to facilitate learning to remain active even without face-to-face. History teachers as the main element in formal education are encouraged to adapt to the implementation of learning that originally used conventional/offline learning and switched to online learning.

The implementation of daily programs such as fifteen-minute reading activities is adjusted to the needs of teachers. Online classes have an agenda to provide material, while offline classes are scheduled to explain the material given online. For offline activities, a fifteen-minute reading is carried out in the main school field simultaneously. Another program, namely the reading corner, is also not well managed, because the class division is divided into two groups in one class. Each classroom is only filled by a maximum of 18 students. To enhance and develop historical thinking and critical literacy, during the COVID-19 pandemic, history teachers have scheduled writing activities consisting of student work and poetry collections. These collections have been neatly organized in the library for each semester and grade level. Adjustments to activities are still being carried out for class X Social Sciences students who have not experienced normal activities in the SLM. Based on several student opinions, it can be concluded that they have still not implemented school rendering to usual, so school facilities can not be fully felt.

The application of learning strategies from history teachers is crucial as a supporting factor in the implementation of the SLM at the learning stage. The application of good learning strategies will be achieved, depending on the expertise of history teachers in using learning methods, techniques and tactics (Sanjaya, 2016). Teachers can utilize facilities well and create a pleasant learning atmosphere that will make the learning memorable for students according to their abilities. During literacy activities by involving teachers in providing direction so that literacy activities can run calmly and conductively (Ilmi et al., 2021). According to Hamzah (2019) and Yugo et al. (2025), every teacher must have the ability to create learning patterns with materials and materials that are appropriate to class conditions and the teacher's ability to deliver them. Therefore, the three history teachers at State Senior High School 2 Mojokerto City have differences in packaging literacy in history learning in the classroom.

This phenomenon is supported by a questionnaire distributed by researchers to 2 Social Sciences students who stated that history learning by literacy as carried out by the three history teachers in this school can support literacy-based learning about past events

that need to read and explore information to find out the truth. In addition, based on the results of the questionnaire of the 2 Social Sciences students, the three history teachers at this school need to provide an explanation of the learning material in the literacy used because not all students can immediately understand a material based on literacy, and can ensure whether or not the students understand.

The placement of books is also neatly arranged. Because during the research process, there was still a pandemic, students still didn't know the contents of the library at school so they did not try to read various books in the library. History learning that uses literacy is very helpful for history teachers to improve and develop critical thinking. Students are only asked to read books of their own choosing, and then discuss and analyze the contents of the book by communicating the information through oral statements of opinion. The goal is for students to get used to reading and dare to express their opinions (Afifah et al., 2021; Yugo et al., 2025). This can bridge the lack of teacher knowledge through technological media and become a source of knowledge for teachers and students to understand historical materials and events (Rahmawati et al., 2021). Sources such as books outside of textbooks are learning resources that facilitate learning activities and improve performance in teaching and learning (Cahyadi, 2019; Rahmawati et al., 2021).

Reading interest, to measure changes in students' reading interest, you can conduct surveys or interviews to collect their opinions and preferences regarding reading material and reading in general. In theory, learning history with literacy from the analysis of Kurniawati and Rahman (2021), learning history by considering aspects of historical literacy is not yet common in Indonesia. Even though so many teachers have implemented aspects of historical literacy they are unaware of it. Although implemented aspects of historical literacy unaware, this program increases students' interest in reading. Amplified students' interest in reading, where previously students were lazy to read, but after the enactment of this program students' interest in reading relatively increased (Yulianti & Sukarsih, 2023). This helps improve their understanding of the material and improves their ability to relate the information they read to their experiences (Prasetia et al., 2022; Rakhmawati & Mustadi, 2022).

So, literacy-based learning will have a positive impact on students in instilling the character of a reading culture (Lestari et al., 2024). For students to cooperate with teachers during literacy-based history learning, Mr. Restu questioned them to simply do the assignments he gave. This way, students would read literacy sources directly without needing orders from the history teacher in class. Mojokerto City is geographically close to the Trowulan site (the center of Majapahit). This is a significant physical support factor. This connection with Reisman's concept, namely the presence of artifacts and sites around the school, facilitates teachers' contextualization. Students not only read texts but can directly see physical evidence to understand the "zeitgeist" of Majapahit.

This supporting factor demonstrates that SLM at State Senior High School 2 Mojokerto City does not stand alone. When school policies converge with Reisman's concepts of historical thinking and critical literacy, the following occurs: (1) reading becomes investigation: Students feel like detectives searching for evidence, (2) history becomes relevant, example Hindu-Buddhist or Islamic material no longer feels distant because it is linked to the physical evidence around them, and (3) Social Sciences students at this school become more skeptical of information that lacks clear sourcing, an essential soft skill in the information age.

CONCLUSION

In summary, the implementation of the school literacy movement (SLM) at State Senior High School 2 Mojokerto City has been carried out in line with the Revised 2013 Curriculum, with history teachers incorporating literacy into their lesson plans. The strengths of this approach include structured planning, the use of digital and reading-writing literacy, adequate facilities, and preparation of students for university-level tasks. However, the weaknesses are significant: unreliable LCD and Wi-Fi, difficulty monitoring online learning, time constraints, and limited library resources. Therefore, future research should focus on improving technological infrastructure, developing blended learning monitoring systems, enriching school library collections with scientific journals, and investigating effective models in literacy-based history education.

REFERENCES

Abdullah, R. (2012). Pembelajaran berbasis pemanfaatan sumber belajar. *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan dan Pengajaran, 12*(2), 216-231.

Afifah, D. N., Abdullah, F., Hidayati, A. N., & Andriani, A. (2021). Student's identities in school literacy movement: Toward a discursive perspective for literacy education in Indonesia. *JALL (Journal of Applied Linguistics and Literacy), 5*(2), 21-39.

Aisyah, R., Sawaludin, Y., Vergania, R., Mashfufah, S., Fauzi, I. R., Nasir, M., Azahra, S., Alim, A. A. N., Raysona, M. F., Sari, S. T., Nirwana, L. A., Nurhalizah, A. A., ..., & Fachrezi, M. D. (2023). Strategi pendidikan literasi digital yang kreatif dan menyenangkan di pedesaan. *Jurnal PkM MIFTEK, 4*(2), 71-78. https://doi.org/10.33364/miftek/v.4-2.1460.

Alrianingrum, S. (2010). *Cagar budaya Surabaya kota pahlawan sebagai sumber belajar (studi kasus mahasiswa pendidikan sejarah Fakultas Ilmu Sosial di Universitas Negeri Surabaya)*. [Tesis tidak diterbitkan]. Universitas Sebelas Maret.

Anitah, W. (2014). *Strategi pembelajaran di SD*. Universitas Terbuka Press.

Azis, R. Y. (2020). *Upaya guru dalam membangun budaya literasi di sekolah (studi kasus di SMPN 1 Sambit tahun pelajaran 2019/2020)*. [Skripsi tidak diterbitkan]. IAIN Ponorogo.

Cahyadi, A. (2019). *Pengembangan media dan sumber belajar: Teori dan prosedur*. Laksita Indonesia bekerjasama dengan PIU Universitas Islam Negeri Antasari Banjarmasin.

Creswell, J. W. (2016). *Research design: Pendekatan metode kualitatif, kuantitatif, dan campuran*. Pustaka Pelajar.

Elizabeth, Y., Karmilasari, Iklimah, S. E., & Herawati, N. (2023). School literacy movement and impact on students' reading interest elementary school. *Jurnal Pendidikan & Pengajaran Guru Sekolah Dasar, 6*(1), 129-132.

Fratikto, A. N. (2019). *Analisis pelaksanaan gerakan literasi sekolah (GLS) pada aspek pemanfaatan sarana dan prasarana penunjang literasi dan aspek penerapan gerakan literasi sekolah (GLS) pada tahap pembiasaan (studi pada kelas X Jurusan Animasi SMK Negeri 3 Batu)*. [Skripsi tidak diterbitkan]. Universitas Negeri Malang.

Hamzah, A. (2019). *Etos kerja guru era industri 4.0*. Literasi Nusantara.

Ilmi, N., Wulan, N. S., & Wahyudin, D. (2021). Gerakan literasi sekolah dalam meningkatkan minat baca siswa sekolah dasar. *Edukatif: Jurnal Ilmu Pendidikan, 3*(5), 2866-2873.

Inayah, R., Martono, T., & Sawiji, H. (2013). Pengaruh kompetensi guru, motivasi belajar siswa dan fasilitas belajar terhadap prestasi belajar mata pelajaran ekonomi pada siswa kelas XI IPS SMA Negeri 1 Lasem Jawa Tengah tahun ajaran 2011/2012. *Jurnal Pendidikan Insan Mandiri, 2*(1), 1-13.

Indahsari, R. N. (2019). *Pengaruh gerakan literasi sekolah dan minat baca terhadap hasil belajar mata pelajaran ekonomi di MAN Kota Batu*. [Skripsi tidak diterbitkan]. UIN Maulana Malik Ibrahim Malang.

Indrawan, I. K. O., & Yudiana, K. (2022). Types of force and their utilization: Guided inquiry-based interactive E-LKPD for fourth grade elementary school students. *Mimbar PGSD Undiksha, 10*(2), 376-385. https://doi.org/10.23887/jjpgsd.v10i2.47364.

Irhamny, W. F., Marsudi, & Sultani, Z. I. M. (2022). Persepsi guru sejarah sekolah menengah kejuruan negeri (SMKN) di Kota Kediri terhadap aksi sepihak Partai Komunis Indonesia (PKI) di Kediri sebelum meletusnya peristiwa. *Jurnal Artefak, 9*(2), 121-138.

Jauhari, G. L., & Tarigan, Z. J. H. (2018). Pengaruh kompetensi guru dan fasilitas belajar terhadap motivasi dan prestasi belajar siswa di SMK PGRI 1 Kertosono. *Seminar Nasional Inovasi dan Aplikasi Teknologi di Industri 2018 (SENIATI 2018) diselenggarakan oleh Institut Teknologi Nasional Malang*, 3 Februari 2018, 97-102.

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.

Kurniawati, K., & Rahman, A. (2021). Application of historical literacy in history learning in the time of COVID-19. *LingCuRe: Linguistics and Culture Review, 5*(S3), 1299-1306. https://doi.org/10.21744/lingcure.v5nS3.1837.

Lestari, S., Sutopo, A., & Rahmawati, F. P. (2024). KoPer: School literacy movement strategies for strengthening reading and writing skills. *Elementaria Education Journal, 7*(3), 3172-3183.

Lévesque, S. (2008). *Thinking historically: Educating students for the twenty-first century*. University of Toronto Press.

Masruroh, L. (2019). Penerapan model discovery dalam pembelajaran sejarah untuk meningkatkan motivasi dan hasil belajar siswa pada mata pelajaran sejarah di SMA Negeri 4 Sidoarjo. *Jurnal Artefak, 5*(1), 9-18.

Moleong, L. J. (2017). *Metodologi penelitian kualitatif*. PT Remaja Rosdakarya.

Nabila, J. (2015). *Strategi pembelajaran berbasis pendekatan saintifik pada mata pelajaran PAI*. Diandra Creative.

Nabila, J. (2016). *Implementasi strategi queen card dengan pendekatan saintifik pada mata pelajaran pendidikan agama Islam kelas X SMK N 2 Depok*. [Skripsi tidak diterbitkan]. Universitas Islam Negeri Sunan Kalijaga Yogyakarta.

Nirmayani, L. H., & Yudiana, I. K. E. (2025). Pancasila education learning model based on cultural and civic literacy for students' critical literacy and metacognitive skills in pancasila education. *Jurnal Pedagogi dan Pembelajaran, 8*(2), 423-433.

Pajriah, S. (2019). Pemanfaatan metode resource based learning dalam pembelajaran sejarah. *Jurnal Artefak, 3*(2), 147-160.

Prasetia, I., Lisnasari, S. F., Gajah, N., Sekali, P. B. K., & Rahman, A. A. (2022). Influence of early childhood programs literacy movement on students' interest and reading ability. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6*(6), 7173-7185.

Prasetya, T. A., & Harjanto, C. T. (2020). Pengaruh mutu pembelajaran online dan tingkat kepuasan mahasiswa terhadap hasil belajar saat pandemi COVID-19. *Jurnal Pendidikan Teknologi dan Kejuruan (JPTK), 17*(2), 188-197.

Purwanto, A., Pramono, R., Asbari, M., Hyun, C. C., Wijayanti, L. M., & Putri, R. S. (2020). Studi eksploratif dampak pandemi COVID-19 terhadap proses pembelajaran online di sekolah dasar. *EduPsyCouns: Journal of Education, Psychology, and Counseling, 2*(1), 1-12.

Putri, A., Asrin, & Rosyidah, A. N. K. (2023). Analisis faktor penghambat gerakan literasi baca tulis siswa. *Journal of Classroom Action Research (JCAR), 5*(2), 179-187.

Rahmawati, M. (2013). *Kompetensi pedagogik guru bahasa Inggris bersertifikat pendidik di PGRI Kabupaten Kolaka*. [Tesis tidak dipublikasikan]. Universitas Muhammadiyah Surakarta.

Rahmawati, R., Marsudi, & Sultani, Z. I. M. (2021). Pengembangan media e-booklet berbasis sejarah lokal pemerintahan Kota Blitar (1906-1945) untuk pembelajaran sejarah Indonesia pada peserta didik kelas XI di Madrasah Aliyah Negeri (MAN) 1 Kota Blitar. *Jurnal Artefak, 8*(2), 137-158.

Rahmi, A., Nafis, A. I., Salsabiela, A., & Sumarni. (2023). Strategi meningkatkan kemampuan literasi dengan GLS: Gerakan literasi sekolah. *Renjana Pendidikan Dasar, 3*(1), 37-41.

Rakhmawati, Y., & Mustadi, A. (2022). The circumstances of literacy numeracy skill: Between notion and fact from elementary school students. *Jurnal Prima Edukasia, 10*(1), 9-18.

Reisman, A. (2012). Reading like a historian: A document-based history curriculum intervention in urban high schools. *Cognition and Instruction, 30*(1), 86-112

Sanjaya, W. (2016). *Strategi pembelajaran berorientasi standar proses pendidikan*. Prenada Media Group.

Sari, I. F. R. (2018). Konsep dasar gerakan literasi sekolah pada Permendikbud nomor 23 tahun 2015 tentang penumbuhan budi pekerti. *AL-BIDAYAH: Jurnal Pendidikan Dasar Islam, 10*(1), 90-99.

Setyawan, A. D., & Khakim, M. N. L. (2026). Implementasi gerakan literasi sekolah tahap pembelajaran dalam pengembangan berpikir historis siswa dari perspektif literasi kritis di SMA Negeri 2 Kota Mojokerto. *Jurnal Artefak, 13*(1), 1-28.

Sudirman. (2011). *Interaksi dan motivasi belajar mengajar*. Rajawali Pers.

Sugiyono. (2015). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif dan R & D*. CV Alfabeta.

Sumartini, T. S. (2016). Peningkatan kemampuan pemecahan masalah matematis siswa melalui pembelajaran berbasis masalah. *Jurnal Pendidikan Matematika STKIP Garut, 8*(3), 148-158.

Tanzeh & Suyitno. (2012). *Dasar-dasar penelitian*. Elkaf.

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 (JPP), 56*(3), 654-666. https://doi.org/10.23887/jpp.v56i3.68122.

Yugo, P., Utami, I. W. P., & Ridhoi, R. (2025). A systematic literature review of the implementation of the school literacy movement (SLM) in history learning in senior high schools based on the PRISMA model. *Jurnal Historica, 9*(2), 149-173.