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Journal of General Education and Humanities Vol. 5, No. 1, February 2026, pp. 673 – 686, https://doi.org/10.58421/gehu.v5i1.1009 ISSN 2963-7147 673 Journal homepage:https://journal-gehu.com/index.php/gehu Implementing the School Literacy Movement in IPAS (Integrated Science) Learning under the Merdeka Curriculum: A Case Study in an Indonesian Elementary School Myrtawati1, Akbar Al Masjid2, Ana Fitrotun Nisa3, Berliana Heni Cahyani4, Elyas Djufri5 1,2,3,4,5Elementary Education Study Program, Sarjanawiyata Tamansiswa University, Indonesia Article Info Article history: Received 2025-12-06 Revised 2026-01-09 Accepted 2026-01-10 ABSTRACT A low literacy culture among Indonesian elementary students severely hampers reading comprehension and science learning outcomes in the Integrated Natural and Social Sciences (IPAS) subject under the Merdeka Curriculum. This descriptive qualitative study, using naturalistic inquiry, examines the implementation of the School Literacy Movement (GLS) in fourth-grade IPAS learning at SD Negeri Mutihan, Bantul, Yogyakarta. The main aim was to describe GLS practices, identify supporting/inhibiting factors, and formulate teacher strategies addressing literacy barriers. Purposive sampling included one principal, one fourth-grade teacher, and five students representing diverse reading abilities. Data were collected through classroom observations (3 sessions), semi-structured interviews (6090 minutes each), and documentation analysis (lesson plans, literacy records). Interactive qualitative analysis followed Miles & Huberman's model: data reduction (coding), display (thematic matrices), and conclusion drawing (pattern verification). Triangulation ensured credibility via source, method, and time comparisons. Key findings revealed: (1) systematic 15-minute reading routines and contextual IPAS texts integration; (2) reading corners utilization despite gadget distractions; (3) low student motivation as the primary barrier countered by teacher-led creative literacy activities; (4) policy-teacher-family synergy essential for sustainability. Schools should prioritize literacy-rich IPAS environments through teacher training, parental engagement programs, and diverse science reading materials to enhance outcomes of the Merdeka Curriculum. Keywords: Elementary Education Integrated Science Literacy Practices Merdeka Curriculum School

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https://doi.org/10.58421/gehu.v5i1.1009 674 1. INTRODUCTION Basic education in Indonesia faces serious challenges, including low literacy, particularly in elementary students' reading and writing skills, which are the foundation for successful learning across all subjects. Various studies show that elementary school students' reading interest remains in the moderate to low category, with a relatively small proportion demonstrating high reading interest [1], [2]. Multiple factors contribute to this situation: insufficient reading habits, limited access to engaging reading materials aligned with student interests, and the increasing dominance of digital entertainment activities in daily life. This is particularly evident in fourth-grade students at SD Negeri Mutihan, Bantul (hereafter referred to as "Mutihan Bantul Elementary School"), where preliminary observations indicate that students' free time is predominantly spent on gaming, video watching, and social media use rather than reading academic texts. These literacy deficits have direct implications for reading comprehension, advanced literacy development, and consequently, the quality of students' academic achievement and social interactions [3], [4]. In response to these challenges, the Indonesian government initiated the School Literacy Movement (Gerakan Literasi Sekolah, hereafter GLS) as a systematic effort to transform educational units into enjoyable, inclusive, and reading-oriented learning ecosystems. The GLS operates across multiple implementation dimensions: (1) routine reading practices such as 15-minute reading sessions before class; (2) literacy-rich learning environments, including strengthened library services and classroom reading corners; (3) literacy-integrated learning tasks incorporating reading, writing, and discussion into subjectspecific instruction; and (4) digital literacy awareness to balance traditional and digital text engagement. Evaluations of GLS implementation show promising results: continuous literacy activities in elementary schools can increase reading interest and

reading comprehension skills [5], [6]. However, implementation effectiveness varies significantly between schools, as it does across critical factors such as managerial support, facility availability, teacher readiness, and the active involvement of the school community. Despite GLS initiatives, the reality in many Indonesian elementary schools, including Mutihan Bantul Elementary School, reveals a persistent implementation gap. Reading awareness remains low and has not yet been integrated into students' daily habits at school or home. Social and family environments often do not adequately support a reading culture; book collections are limited and may not align with students' interests and local contexts; and literacy facilities are unevenly distributed across classrooms [7]. This challenge is compounded when examining science instruction specifically. In the context of the Independent Curriculum (Kurikulum Merdeka), science and social studies subjects are combined into Ilmu Pengetahuan Alam dan Sosial (IPAS—Natural and Social Sciences), which requires students to read, analyze, understand, and integrate various natural and social phenomena through an integrated, inquiry-based approach. Nevertheless, many elementary school teachers face significant obstacles to embedding GLS strategies into thematic IPAS learning: insufficient understanding of the new curriculum structure, limited professional development opportunities, a lack of practical classroom examples, and unclear guidelines for systematically integrating literacy activities into science content instruction [8], [9].

https://doi.org/10.58421/gehu.v5i1.1009 The Independent Curriculum was introduced as a student-centered learning framework that grants teachers and schools flexibility to design essential, contextual, and learner-responsive intracurricular experiences, explicitly including the systematic integration of literacy activities across subject areas [10], [11]. Philosophically, this curriculum is grounded in Ki Hajar Dewantara's humanistic educational principles, which emphasize learning autonomy, character development, and the cultivation of students' full potential—with literacy positioned as a central means to nurture character, intellectual growth, and social-

emotional awareness [12]. Within science learning specifically, the curriculum's flexibility creates substantive opportunities for teachers to meaningfully integrate reading, writing, collaborative discussion, and critical thinking activities based on local phenomena and student experiences. Nevertheless, this curricular flexibility simultaneously reveals an empirical need: how is GLS actually enacted in authentic elementary school science classrooms under the Independent Curriculum? What specific literacy strategies are teachers employing, and what barriers persist? Previous studies have examined GLS implementation broadly at the elementary school level and have discussed the Independent Curriculum's theoretical foundations. However, few empirical studies describe how GLS is concretely integrated into IPAS learning activities and classroom routines in Phase B (grades 3–4) of the Independent Curriculum. Specifically, research remains limited on: (1) how the four dimensions of GLS implementation (routine reading, literacy environment, literacy-integrated tasks, and digital literacy) operate within science classes; (2) how teachers navigate curriculum flexibility to embed literacy practices into science content; and (3) what contextual factors (school resources, teacher capacity, student motivation, community involvement) either facilitate or impede effective GLS-IPAS integration in real school settings. This study addresses these gaps through the following research questions: RQ1: How is the School Literacy Movement integrated into fourth-grade science learning (IPAS) under the Independent Curriculum at Mutihan Bantul Elementary School? RQ2: What are the primary barriers to student engagement with GLS in science classes, and what supporting factors (school infrastructure, community involvement, teacher capacity) enable effective implementation? RQ3: What pedagogical strategies, technological tools, and incentive systems do teachers implement to overcome low reading interest and strengthen student literacy competencies in science learning? This qualitative descriptive study aims to map the implementation of the School Literacy Movement in science learning within the Independent Curriculum in fourth-grade classrooms at Mutihan Bantul Elementary School, identify supporting and inhibiting factors, and document the strategies teachers develop to strengthen students' literacy within

science content. The research holds both theoretical and practical significance: theoretically, it fills an important gap in the literature by providing an empirical description of how GLS, the Independent Curriculum, and integrated science learning intersect in authentic elementary school contexts; practically, it offers contextually grounded literacy strategies relevant to strengthening the Pancasila Student profile and 21st-century competencies [13]. The novelty of this research resides in its focused examination of GLS implementation specifically within

https://doi.org/10.58421/gehu.v5i1.1009 676 Phase B IPAS instruction under Merdeka Curriculum, through detailed documentation of three key practices: (1) the establishment and use of 15-minute reading routines; (2) the design and function of classroom reading corners and their integration into science lessons; and (3) the embedding of science-specific reading and writing tasks within discussion and inquiry-based activities. To date, these integrated practices have rarely been examined in depth within Indonesian elementary literacy studies. 2. METHOD Research Design and Approach This study employed a descriptive qualitative research design with a naturalistic inquiry approach to provide an in-depth examination of how the School Literacy Movement (GLS) is implemented in fourth-grade science (IPAS) learning under the Independent Curriculum at SD Negeri Mutihan, Bantul. This methodological approach was chosen because the research questions focus on understanding processes, meanings, and contextual practices within the authentic school environment, requiring rich narrative descriptions rather than numerical generalizations. In qualitative research, the researcher functions as the primary instrument, actively collecting, interpreting, and constructing meaning from participants' lived experiences and observed practices. This naturalistic paradigm aligns with the study's goal of capturing the complexity of literacy implementation as it unfolds in real classroom settings, where teacher strategies, student behaviors, and institutional policies interact dynamically within the cultural and pedagogical context of Indonesian elementary education [14], [15], [16]. Research Setting and Context The

research was conducted at SD Negeri Mutihan, Bantul, a public elementary school located in Bantul Regency, Yogyakarta Special Region, Indonesia. This school was selected because preliminary observations revealed persistent literacy challenges among fourth-grade students, including low reading interest, limited engagement with academic texts, and a strong preference for digital entertainment over reading. The school has been implementing the Independent Curriculum (Kurikulum Merdeka) since the 2022/2023 academic year and has integrated the School Literacy Movement into its instructional practices, making it an appropriate site for investigating how GLS operates within IPAS learning. Fourth grade was specifically chosen as the research focus because it represents Phase B (grades 3–4) of the Independent Curriculum, a critical developmental stage in which students transition from learning to read to reading to learn, and in which IPAS, as an integrated subject, combines natural and social science content that requires strong literacy competencies. Sampling Strategy and Participant Selection Participant selection followed a purposive sampling technique, a non-probability sampling method commonly used in qualitative research to intentionally select informationrich cases that can provide deep insights into the phenomenon under investigation [17]. This study identified three categories of key informants based on their direct involvement in GLS

https://doi.org/10.58421/gehu.v5i1.1009 implementation and IPAS instruction: (1) the school principal, who sets literacy policies and allocates resources; (2) the fourth-grade classroom teacher, who designs and implements daily literacy-integrated IPAS lessons; and (3) fourth-grade students, who are the primary participants in literacy activities. For student participants, five students were purposively selected from the fourthgrade class (total enrollment: 28 students) using the following selection criteria: (a) representation of diverse reading ability levels (high, moderate, and low proficiency), as identified through teacher assessments and classroom observations; (b) willingness and parental consent to participate in interviews; (c) ability to articulate their experiences and perspectives during interviews; and (d) regular attendance, ensuring consistent exposure to GLS activities

throughout the school year. The five students—SP (female, age 10, high reading ability), AZ (male, age 10, moderate reading ability), AN (female, age 9, moderate reading ability), FF (male, age 10, low reading ability), and AD (male, age 9, low reading ability)—were recommended by the classroom teacher based on these criteria to ensure maximum variation in reading competence and gender representation. This purposive selection strategy allowed the researcher to capture a range of student experiences with literacy activities in IPAS learning, from highly engaged readers to those facing significant literacy barriers. Data Collection Procedures and Timeline Data collection was conducted over six weeks from February 10 to March 21, 2025, employing three complementary methods: classroom observations, semi-structured interviews, and document analysis. This multi-method approach enabled comprehensive triangulation and a deeper understanding of GLS implementation in IPAS learning. Classroom Observations: Three 90-minute classroom observation sessions were conducted on February 12, 19, and 26, 2025, during scheduled IPAS lessons for Chapter VI ("My Role in the School Environment and Society"). The researcher acted as a nonparticipant observer, systematically recording literacy practices, teacher-student interactions, use of reading corners, and student engagement with IPAS texts. Observations focused on the 15-minute pre-lesson reading routine, integration of literacy tasks during instruction (e.g., reading comprehension questions, group discussions), and students' independent use of literacy materials. Field notes were documented using a structured observation protocol (described below) and supplemented with photographs of classroom literacy environments. Semi-Structured Interviews: In-depth, face-to-face interviews were conducted with all seven participants during the week of February 24–28, 2025. The principal (K) and teacher (JH) were each interviewed for approximately 75–90 minutes on February 24, 2025, in the school's administrative office. Interview topics with adult participants included: GLS policy mechanisms and curriculum alignment; technical implementation of literacy routines; selection and use of IPAS reading materials; strategies for monitoring student comprehension; barriers encountered; and solutions implemented to address challenges.

Student interviews were conducted individually in a quiet classroom setting on February 26 and 27, 2025, lasting 30–45 minutes each. Student interview topics explored: understanding

https://doi.org/10.58421/gehu.v5i1.1009 678 of literacy activities, reading preferences (textbooks vs. storybooks), free-time activities (reading vs. digital entertainment), participation in reading corners, and perceptions of the 15-minute reading habit. All interviews were audio-recorded with participants' consent and transcribed verbatim for analysis. Document Analysis: Relevant documents were collected throughout the data collection period (February 10–March 21, 2025) to provide contextual and administrative evidence of GLS implementation. Documents reviewed included: (a) the school's literacy policy documents and GLS action plans; (b) fourth-grade IPAS lesson plans (RPP) showing integration of reading, writing, and discussion activities; (c) the IPAS teaching module for Chapter VI; (d) student workbooks with literacy-based IPAS tasks; (e) reading corner book inventories and student borrowing logs; (f) photographs of classroom literacy environments (reading corners, motivational word displays); and (g) school infrastructure records (library collection, internet access). These documents provided triangulating evidence to corroborate interview and observation data. Research Instruments To ensure systematic and rigorous data collection, the researcher developed three detailed instruments aligned with the study's research questions and the four dimensions of GLS implementation (routine reading, literacy-rich environments, literacy-integrated tasks, and digital literacy awareness). Observation Protocol: A structured observation checklist was developed based on GLS implementation indicators and IPAS learning characteristics in the Independent Curriculum [18]. The protocol contained four main sections: (1) Routine Reading Practices (indicators: presence/absence of 15-minute reading sessions, punctuality, teacher facilitation, student participation levels, types of materials read); (2) Literacy-Rich Learning Environments (indicators: availability and condition of reading corners, display of motivational literacy messages, accessibility of

IPAS-related books, classroom arrangement conducive to reading); (3) Literacy-Integrated IPAS Learning Tasks (indicators: reading comprehension activities embedded in lessons, writing assignments based on IPAS content, group discussions requiring text-based evidence, question-and-answer sessions using textbooks); and (4) Teacher and Student Behaviors (indicators: teacher modeling of reading behaviors, student engagement and attentiveness, peer interactions around texts, use of digital resources). Each indicator was rated using descriptive notes and photographic documentation to capture authentic classroom dynamics. Semi-Structured Interview Guide: Two distinct interview guides were developed— one for adult participants (principal and teacher) and one adapted for student participants— each containing open-ended questions organized thematically. The adult interview guide addressed five key themes: (a) GLS Policy and Curriculum Integration (e.g., "How does this school implement the School Literacy Movement within the Independent Curriculum framework?" "What are the specific goals for IPAS literacy?"); (b) Implementation Strategies (e.g., "Describe the 15-minute reading routine in your classroom," "How do you select IPAS reading materials?" "What role do reading corners play in lessons?"); (c) Monitoring and Assessment (e.g., "How do you assess students' understanding of IPAS

https://doi.org/10.58421/gehu.v5i1.1009 679 texts?" "What indicators show improvement in literacy?"); (d) Challenges and Barriers (e.g., "What obstacles do you face in integrating literacy into IPAS?" "How do students' digital habits affect reading engagement?"); and (e) Solutions and Adaptations (e.g., "What strategies have you developed to overcome low reading interest?" 6 "How do you involve parents in literacy efforts?"). The student interview guide was simplified and included themes such as: understanding of literacy activities, preferred reading materials, time allocation for reading versus digital entertainment, experiences with reading corners, and perceptions of the helpfulness of reading for understanding IPAS content. 23 Documentation Review Checklist: A systematic checklist guided the collection and analysis of relevant documents. The

checklist specified document categories to be reviewed: (1) Policy Documents (school literacy policy, GLS implementation plans, curriculum guidelines); (2) Instructional Materials (lesson plans showing literacy integration, IPAS modules, student workbooks); (3) Literacy Environment Records (reading corner book lists, borrowing logs, photographs of classroom setups); and (4) Infrastructure Documentation (library inventory, internet access records, organizational charts showing literacy coordinators). For each document, the researcher recorded the date, source, relevance to research questions, and key information extracted, facilitating systematic cross-referencing during analysis. Data Analysis Data analysis 17 followed the interactive model developed by Miles and Huberman (1994), which consists of three iterative and cyclical components: data reduction, data display, and conclusion drawing/verification [19], [20]. This model was selected because it provides a systematic yet flexible framework for managing large volumes of qualitative data while allowing patterns and themes to emerge inductively from participants' experiences and the researcher's observations. Data Reduction: This initial stage involved 18 selecting, focusing, simplifying, and transforming raw data from interview transcripts, observation field notes, and documents into manageable units. The researcher began by transcribing all audio-recorded interviews verbatim (approximately 400 minutes of recordings yielding 120 pages of transcripts). Transcripts were read multiple times to gain familiarity with the data. Using open coding, the researcher identified preliminary codes representing discrete units of meaning related to GLS implementation, such as "15-minute reading routine," "student resistance to reading," "teacher use of digital books," "parental involvement," and "reading corner setup." Observation notes were similarly coded for literacy practices observed (e.g., "teacher modeling reading," "students choosing books from reading corner," "group discussion based on IPAS text"). Document excerpts (e.g., lesson plan components, literacy policy statements) were coded to identify alignment with stated GLS goals and classroom practices. This initial coding process generated approximately 85 preliminary codes across all data sources. Data Display: 2 In the second stage, coded data were organized into matrices, charts, and narrative summaries

to facilitate pattern recognition and comparison. The researcher created thematic matrices organized around the study's three research questions: (1) GLS implementation practices in IPAS (including sub-themes: routine reading, literacy

https://doi.org/10.58421/gehu.v5i1.1009 680 environments, literacy-integrated tasks); (2) facilitating and inhibiting factors (organized into student-level, teacher-level, and school-level factors); and (3) teacher strategies to address barriers (sub-themes: pedagogical innovations, motivational techniques, resource adaptation). For each theme, evidence from observations, interviews, and documents was systematically displayed side-by-side, allowing 2 the researcher to identify convergence (where multiple data sources supported the same finding) and divergence (where perspectives differed). For example, one matrix compared teacher reports of 15-minute reading routines with observed classroom practices and lesson plan documentation, revealing consistency in routine implementation but variability in student engagement levels across reading materials. Visual displays helped synthesize complex data and prepare for interpretation [21]. Conclusion Drawing and Verification: The final stage involved interpreting the patterns and themes displayed in the matrices to draw substantive conclusions that directly addressed 2 the research questions. The researcher moved iteratively between data displays and raw data (returning to transcripts and field notes) to verify that emerging conclusions were well-supported by evidence and not based on premature interpretation. Preliminary conclusions—such as "low student reading interest is the primary barrier to GLS in IPAS" and "teacher-led creative activities (storytelling, awards) effectively increase engagement"—were continuously tested against additional data collected 2 later in the study. Member checking was conducted by sharing summaries of interview findings with the principal and teacher (JH) to confirm accuracy and invite corrections or clarifications, enhancing the credibility of interpretations. Triangulation across data sources (comparing the principal's policy description, teachers' classroom practices, students' experiences, and observed behaviors) further verified the robustness of the findings. This cyclical verification

process continued until the researcher reached data saturation, at which point no new themes or contradictory evidence emerged, and the findings were stable and trustworthy. Data Validity and Trustworthiness 24 To ensure the credibility, dependability, and confirmability of findings, this study employed multiple validation strategies consistent with qualitative research standards [14]. Source triangulation was achieved by collecting data from three distinct participant groups (principal, teacher, students) whose differing roles and perspectives provided 3 a comprehensive understanding of GLS implementation; discrepancies among sources (e.g., teacher reporting high student engagement vs. students reporting boredom with certain texts) were explored rather than dismissed, adding depth to findings. Method triangulation involved cross-verifying information obtained through observations, interviews, and documents; for instance, teacher claims about the availability of reading corners were confirmed through direct observation and photographic documentation. Time triangulation was conducted by collecting observation data at three different points during the six-week study period (early, mid, and late February 2025), ensuring that literacy practices observed were consistent rather than performed only for the researcher's benefit. Member checking involved presenting interview summaries and preliminary findings to the principal and teacher for review, allowing them to confirm accuracy, clarify misunderstandings, and

https://doi.org/10.58421/gehu.v5i1.1009 681 provide additional context, thereby enhancing the authenticity of the researcher's interpretations. Finally, the researcher maintained a reflexive audit trail by documenting all methodological decisions, coding processes, and analytical memos throughout the study, enabling transparency and allowing others 3 to trace the logic of conclusions drawn from data. These combined strategies strengthened confidence that the findings genuinely reflect the realities of GLS implementation in IPAS learning at Mutihan Bantul Elementary School. 3. RESULTS AND DISCUSSION Based on field conditions at Mutihan Bantul State Elementary School, this study focuses on assessing the implementation of the School Literacy Movement within the

context of the Independent Curriculum in fourth-grade science subjects. To obtain valid data, the researcher employed observation, interviews, and documentation. Observations were conducted to directly monitor the science learning process, while documentation techniques were used as supporting data for school administration. The primary method used was indepth interviews with various sources to obtain diverse perspectives. Interview subjects in this study consisted of the principal, fourth-grade teachers, and five students: SP, AZ, AN, FF, and AD. The following is a detailed list of research informants presented in the table: Table 1. List of Research Sources No. Initials Position 1. K Headmaster 2 JH Fourth Grade Teacher 3. SP Grade IV Students 4. AZ Grade IV Students 5. AN 11 Grade IV Students 6. FF Grade IV Students 7. AD Grade IV Students Interviews with K, the principal, and JH, a fourth-grade teacher, were conducted on Monday, February 24, 2025. The data collection process through these key informants focused on the mechanisms of the School Literacy Movement (GLS) within the Merdeka Curriculum framework, the technical implementation and use of media in the classroom, and methods for monitoring students' text comprehension. In addition, the interviews explored supporting activities, literacy habits before teaching and learning activities (KBM), obstacles encountered, and strategies to overcome implementation challenges. On the same day, interviews were also conducted with students to explore their literacy understanding, reading preferences between textbooks and non-textbooks, use of free time, and participation in literacy habits 6 in the classroom. This study not only applies interview techniques but also uses observation and documentation methods to collect information on the implementation of literacy movements during independent learning in the Natural and Social Sciences (IPAS) learning process in fourth grade at Mutihan Bantul State Elementary School. The observation technique uses direct observation to monitor learning activities 6 in the classroom for the IPAS subject. Data collection through documentation techniques 16 is used to record images that include school conditions, such as the learning situation in the classroom, the school's vision and mission,

https://doi.org/10.58421/gehu.v5i1.1009 682 the condition of the teaching and learning staff, the condition of students, the organizational structure, the school's geographical location, school facilities and infrastructure, the fourth grade learning module for IPAS, as well as IPAS learning activities. Based on the findings from observations, interviews, and documentation related to the implementation of literacy movements in the era of independent learning in IPAS learning in the fourth grade of Mutihan Bantul State Elementary School, several research results can be identified as follows: a. Implementation of the literacy movement in the era of independent learning in science learning in grade IV of Mutihan Bantul State Elementary School The literacy movement in the era of independent learning has been implemented in grade IV for Chapter VI material on my role in the school environment and society at Mutihan Bantul State Elementary School, through the integration of literacy activities into all student activities in the Lesson Plan (RPP), such as reading reference materials, simple articles, or news related to the topic of Natural and Social Sciences (IPAS) before starting lessons in class. In addition, a 15-minute reading routine is conducted before the lesson begins, and a reading corner and a motivational word board are available to foster students' interest in reading. Furthermore, interest in reading is an intense desire, accompanied by actions individuals take to read and search for the desired information [1]. According to Mantiaha et al. [3], reading interest is defined as intense, deep attention accompanied by satisfaction with reading activities, which can also motivate someone to read independently. Therefore, teachers provide opportunities for students to first engage in literacy activities so they can understand the learning material to be taught. Next, the teacher asks questions and facilitates discussions with students about their roles in the school environment and society, then provides workbook questions for students to answer, and concludes with a collaborative assessment of student work. An independent curriculum emphasizes diverse intracurricular learning, with materials structured to give students sufficient time to deepen their understanding of concepts and strengthen their competencies. Educators are given the freedom to choose various learning tools so that the learning process can be

tailored to students' needs and interests. Projects to strengthen the achievement of the Pancasila student profile are developed based on specific themes determined by the government. Furthermore, this curriculum aims to produce students who are independent, intelligent, and in accordance with the nature and independence of student learning [22]. With the implementation of Natural and Social Sciences (IPAS) literacy in the era of independence, students' interest in reading can increase, especially in IPAS learning, thereby strengthening the achievement of the Pancasila student profile. 21st-century learning includes the 4Cs: Communication, Collaboration, Critical Thinking and Problem Solving, and Creativity and Innovation [23]. This shows that literacy is an important skill that students must possess. Therefore, in the learning process, the application of literacy is highly emphasized, especially in science learning.

https://doi.org/10.58421/gehu.v5i1.1009 683 Another relevant study conducted by Tusriyanto et al. examined the effectiveness of literacy-based history learning in optimizing students' critical thinking skills. The results of this study indicate that integrating literacy activities into the learning process significantly improves students' critical thinking skills. Based on the theoretical review and observations, it can be concluded that the implementation of the literacy movement in the Merdeka Belajar era in fourth-grade science learning at Mutihan Bantul State Elementary School has been successful. b. Inhibiting and supporting factors for the implementation of the literacy movement in the era of independent learning in science learning in grade IV of Mutihan Bantul State Elementary School Data collected through observation, interviews, and documentation regarding the implementation of the School Literacy Movement in fourth grade at Mutihan Bantul State Elementary School indicate several factors hindering science learning. The main obstacle stems from within the students themselves: low reading interest, exacerbated by their tendency to be more interested in gadgets and social media. Furthermore, reading materials that are considered uninteresting or too complex make students bored, compounded by the limited basic reading and writing skills of some

individuals. This low motivation directly impacts students' overall literacy skills. To anticipate this, the role of external motivation and support is crucial. In line with Hijjayati's opinion, providing support through encouragement and advice can help build students' selfconfidence and increase their motivation to learn, as they feel cared for. Despite various obstacles, there are several supporting factors in implementing the literacy movement in the Merdeka Belajar era at the fourth grade of Mutihan Bantul State Elementary School. Government policy through the new curriculum is the main driver, supported by stakeholder synergy in creating a conducive literacy ecosystem. One concrete manifestation of the collaboration between teachers, parents, and students is the availability of reading corners in the classroom. This finding aligns with the opinion of Hanum and Rendi (2021) that reading corners function as an extension of the library in each classroom, designed attractively to increase students' reading frequency. Furthermore, school facilities such as an adequate library book collection, internet access, and the formation of study groups are important tools for improving students' literacy competency. Essentially, the School Literacy Movement aims to build collective awareness of the urgency of a culture of literacy in the educational environment [24]. This is supported by Tati et al. [25], who found that visiting the library to explore new book titles can effectively stimulate students' curiosity and interest in reading. Based on the description above, it can be concluded that the implementation of the literacy movement in the Merdeka Belajar era in science learning is influenced by two main aspects. The most significant inhibiting factor is students' low interest and lack of intrinsic motivation to read. On the other hand, the main supporting factors include the provision of physical facilities such as reading corners in the classroom, the availability of various reference books in the library, and the use of internet technology to support effective learning.

https://doi.org/10.58421/gehu.v5i1.1009 684 c. Solutions to overcome inhibiting factors in implementing the literacy movement in the era of independent learning in science learning in grade IV of Mutihan Bantul State Elementary School Based on

observations, interviews, and documentation, fourth-grade teachers implemented various strategies to overcome barriers to implementing literacy activities in science and mathematics instruction. One key strategy was introducing creative literacy activities, such as storytelling, story theater, and digital book reviews. Furthermore, the habit of reading for 15 minutes before starting learning activities was consistently implemented to prepare students for the core material [26]. To overcome the limitations of physical collections, teachers utilized digital books and involved parents in home reading programs. As a form of appreciation, award programs such as the Best Literacy Student were implemented to stimulate students' intrinsic motivation. In line with Hadramaut's (2021) view, strengthening this literacy culture is expected to broaden students' horizons, shape their character, and improve academic achievement. Furthermore, the use of interactive and innovative teaching materials has become a teacher's choice to encourage active student participation [27], supported by the provision of relevant literature and the regular holding of writing and poetry competitions. Based on this description, it can be concluded that the strategies teachers use to overcome various literacy barriers include innovative, interactive learning models and the provision of reading materials relevant to students' needs and interests. 4. CONCLUSION This study examined the implementation of the School Literacy Movement (GLS) in fourth-grade science (IPAS) instruction at SD Negeri Mutihan, Bantul, in line with Indonesia's Independent Curriculum. Findings reveal that GLS has been systematically integrated through consistent 15-minute reading routines, purposefully designed classroom reading corners, contextual IPAS materials, and structured discussion activities that collectively created a literacy-conscious learning environment. However, the research identified a significant barrier: low student intrinsic motivation to read, driven by preference for digital entertainment over traditional reading, uneven foundational reading skills, and limited availability of engaging science materials. Despite this challenge, teachers successfully employed creative interventions—storytelling, story theater, recognition programs, parental engagement, and interactive teaching materials—that demonstrably improved student literacy engagement.

The study reveals that GLS success depends less on policy or resources and more on sustained teacher effort, family partnership, and a school culture that positions reading as non-negotiable in science learning. The implications for practice are substantial. Teachers must establish consistent reading routines with diverse, contextually relevant materials connected to students' experiences, while leveraging creative activities rather than traditional worksheets. School administrators should strengthen classroom reading corners, provide targeted literacy professional development focused on the Independent Curriculum, ensure equitable resource access, and establish institutional GLS policies with dedicated budgets and monitoring

https://doi.org/10.58421/gehu.v5i1.1009 685 systems. Schools should frame literacy activities explicitly as essential to developing the 4 Pancasila Student profile and implement structured home reading programs that engage families as partners. However, limitations constrain generalizability. This single-school study, with limited observation hours (4.5 across six weeks), one teacher, and five students, cannot represent implementation across diverse Indonesian schools or over more extended time periods. The lack of quantitative outcome measures, comparison groups, or independent verification of self-reported data further limits empirical claims. Future research must expand beyond this single-school case through multi-school comparative studies, longitudinal observations across full academic years, pre-post outcome measurement 6 of reading fluency and science achievement, and intervention design testing. Digital literacy integration research addressing the "gadget distraction" barrier deserves particular attention. Such work will build the evidence base necessary to guide national policy and sustainable GLS implementation within the Independent Curriculum. REFERENCES [1] I. K. Artana, “Efforts to foster reading interest in children,” Acarya Pustaka, vol. 2, no. 1, pp. 1–13, 2016, doi: 10.23887/ap.v5i1.20781. [2] E. A. Lestari, “Pentingnya Kualitas Sumber Daya Manusia Dalam Meningkatkan Mutu Pendidikan Anak,” Jurnal Pendidikan dan Konseling, vol. 4, no. 5, 2022. [3] Ruslan Mantiaha, J. F. Monoarfa, and Murni

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