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Elementary School Literacy Facilities Index: Analysis of Availability and Its Implications for the School Literacy Movement in Cianjur

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ABSTRACT

The availability of literacy facilities is a crucial factor in supporting the successful implementation of the School Literacy Movement (SLM), yet gaps remain between elementary schools. This study aims to analyze the literacy facilities index of elementary schools in Cianjur Regency and its implications for the implementation of SLM. The study used a quantitative approach with a descriptive survey method in 91 elementary schools. Data were collected through a questionnaire covering four literacy facility components and analyzed using descriptive statistics. The results showed that the average total score for literacy facilities was 31.53 (SD = 7.84) from a range of 12–50, equivalent to an index of 3.15 (sufficient category). The school literacy media component (3.54) and reading resources (3.45) were in the good category, while the digital literacy facilities component (3.04) and physical facilities (2.67) were still considered sufficient. At the indicator level, the highest score was found in the internet network indicator (M = 3.82), while the lowest was in the laboratory indicator (M = 1.77), indicating disparities between schools. It was concluded that literacy facilities are not yet fully optimal in supporting the implementation of SLM. Therefore, efforts are needed to improve and equalize literacy facilities, integrated with strengthening literacy practices in schools.

1. Introduction

Literacy skills are fundamental competencies that play a crucial role in supporting student learning success in the 21st century. Literacy encompasses not only the ability to read and write, but also the ability to understand information, think critically, and use knowledge effectively in everyday life. In the context of modern education, literacy is seen as the foundation

for developing higher-order thinking skills, problem-solving, and lifelong learning (OECD, 2023). Therefore, strengthening literacy has become a priority in various education systems worldwide, in line with the increasing complexity of information and the demand for global competencies.

Various international reports indicate that literacy skills are closely linked to the quality of education and

human resource development. Countries with high literacy rates tend to have higher levels of innovation, productivity, and prosperity. However, the challenge of literacy remains a global issue, marked by the continued lack of adequate basic literacy skills (UNESCO, [2024](#)). This situation demonstrates that strengthening literacy is not solely the responsibility of educational institutions but also part of the global development agenda to achieve inclusive and quality education, as stated in the Sustainable Development Goals (SDGs) (United Nations, [2015](#)).

In the context of formal education, literacy development is determined not only by the classroom learning process but also by the learning environment provided at school. The perspective of literacy as a social practice emphasizes that literacy skills develop through the interaction of individuals with their surrounding social and cultural environment (Street, [2003](#)). Therefore, the school literacy environment plays a strategic role in shaping reading habits, expanding access to knowledge, and encouraging student engagement in literacy activities. A conducive literacy environment allows students to interact with a variety of reading resources, thereby enriching their learning experiences. Such conditions are essential for fostering sustainable literacy practices within the school context.

The availability of literacy facilities is a crucial element in building an effective literacy environment. Facilities such as school libraries, reading corners, diverse reading materials, and engaging literacy media can increase students' access to information sources and foster an interest in reading from an early age (Krashen, [2004](#)). Access to sufficient and relevant reading materials also contributes to increased student reading frequency, which ultimately impacts the development of their literacy skills. Thus, literacy facilities function not only as physical facilities but also as part of a learning ecosystem that supports the formation of a culture of literacy in the school environment.

Along with the development of information technology, the dimensions of literacy have also expanded through the emergence of the concept of digital literacy. Digital literacy encompasses the ability to access, understand, evaluate, and use information obtained through digital media (Ng, [2015](#)). The existence of digital facilities such as computers and internet networks can expand students' access to a more diverse and dynamic range of knowledge sources. However, in the context of basic education, the use of technology needs to be placed proportionally. Digital literacy is not solely related to

the use of technological devices, but also to the ability to think critically and reflectively when dealing with information. Therefore, technology should be viewed as a supporting tool that complements contextual and meaningful literacy experiences in everyday life, rather than as the primary goal of the learning process.

In Indonesia, strengthening literacy has become part of the national education policy through the School Literacy Movement (SLM) program launched by the Ministry of Education and Culture (Faizah et al., [2016](#)). This program aims to foster a reading culture and improve students' literacy skills through various literacy activities integrated into school life. SLM emphasizes the importance of developing a conducive literacy environment, both through regular reading activities and the provision of adequate literacy facilities. Therefore, the success of SLM implementation depends not only on learning activities but also on the readiness of the school environment to provide the necessary support.

Despite various policies having been introduced, the implementation of literacy programs in schools continues to face several challenges. One of the main obstacles frequently identified is the limited availability of literacy facilities. Schools with adequate access to reading materials and well-developed literacy facilities tend to demonstrate higher levels of student reading engagement (Clark, [2017](#)), thereby reinforcing the crucial role of facilities in supporting the successful implementation of SLM.

Furthermore, the presence of an active school library and a supportive reading environment play a crucial role in increasing student engagement in literacy activities. School libraries not only provide access to reading materials but also create an ecosystem that encourages sustained interest in reading and student participation (Merga, [2020](#); Merga & Ferguson, [2021](#)). A library environment developed as a social literacy space has also been shown to strengthen a reading culture in schools (Loh et al., [2021](#)). In addition, well-managed library programs, such as guided reading activities and student-led literacy initiatives, can further enhance students' motivation and interaction with texts (Merga, [2020](#)). These practices enable students to experience literacy as a meaningful and collaborative activity rather than a purely academic task.

In the context of primary education, the existence of literacy facilities is increasingly important because this stage is the initial phase in the development of students' reading skills, which lay the foundation for subsequent learning (OECD, [2021](#)). At the primary

school level, students begin to develop basic literacy skills that determine long-term academic success. Therefore, the availability of adequate literacy facilities is essential to optimally support this process. A rich and diverse literacy environment has been shown to provide more meaningful learning experiences and encourage the formation of sustainable reading habits (Gee, 2015).

Although numerous studies have highlighted the importance of school literacy environments, most have focused on learning strategies, pedagogical interventions, or the development of learning media (Merga, 2020; OECD, 2021). Studies that systematically map the availability of literacy facilities as part of the learning environment, particularly through a quantitative, index-based approach, are still relatively limited, particularly in the regional context. Yet, mapping the condition of literacy facilities is crucial for providing an empirical picture of school readiness to support the implementation of SLM.

Based on this description, this study aims to analyze the availability of literacy facilities in elementary schools in Cianjur Regency by developing a literacy facilities index encompassing four main components: physical literacy facilities, school literacy media, reading resources, and digital literacy facilities. This study not only provides an overview of the condition of school literacy facilities but also seeks to examine their implications for the implementation of the School Literacy Movement.

2. Methodology

This study used a quantitative approach with a descriptive survey method to map the condition of literacy facilities in elementary schools in Cianjur Regency, West Java, Indonesia. This approach was chosen to obtain empirical data on the level of literacy facility availability through measurement using a structured instrument (Creswell, 2018; Sugiyono, 2019). The study sample consisted of 91 elementary schools, with one respondent from each school who had an understanding of the condition of the facilities and infrastructure.

Operationally, this research was conducted through several systematic stages. The first stage was the development of a research instrument based on theoretical studies and indicators of school literacy facilities. The second stage was a pilot test of the instrument on 30 respondents outside the research sample to test its validity and reliability. The third stage was instrument revision based on the pilot test

results. The fourth stage was the collection of primary data by distributing questionnaires to predetermined respondents. The fifth stage was data processing and analysis, which concluded with the interpretation of the results and the preparation of a research report.

Data were collected using a questionnaire developed from indicators of school literacy facilities. The instrument consisted of ten items covering library facilities, reading areas, literacy media, laboratories, reading resources, and digital facilities. The items were grouped into four components—physical literacy facilities, school literacy media, reading resources, and digital literacy facilities—and measured using a five-point Likert scale (1–5).

Before being used in the main study, the instrument was pilot tested on 30 respondents not included in the study sample. Validity testing was conducted using Pearson correlation (item-total correlation), with results indicating that all items were valid ($r = 0.544–0.892$; $p < 0.05$). Reliability testing using Cronbach's Alpha yielded a value of 0.776, indicating good internal consistency. These results indicate that the instrument is suitable for use in research data collection.

Data were analyzed using descriptive statistics by calculating the average score at the indicator, component, and overall literacy facilities index levels. To facilitate interpretation, the average score was classified into five categories using the class interval formula, which is the difference between the maximum and minimum scores divided by the number of categories. Based on these calculations, the classifications are listed in Table 1.

Table 1. Literacy Facilities Index Categories

Score Range	Category
1.00 – 1.80	Very Poor
1.81 – 2.60	Poor
2.61 – 3.40	Fair
3.41 – 4.20	Good
4.21 – 5.00	Very Good

Using this classification, the average score for each indicator, component, and the overall literacy facilities index can be systematically interpreted to describe the level of literacy facilities availability in elementary schools. These interpretations then serve as the basis for analyzing the actual condition of literacy facilities and their implications for the implementation of literacy programs in schools.

3. Results and Discussion

This study involved 91 elementary schools in Cianjur Regency as samples for mapping the literacy facilities index. Cianjur Regency is a regency in West Java Province, Indonesia, with a predominantly rural character and a growing population. According to data from Badan Pusat Statistik (the Central Statistics Agency) (BPS, 2025), this region exhibits diverse characteristics, including variations in population density, geographic conditions, and levels of development. This diversity has the potential to impact access to educational resources and contribute to differences in the availability of literacy facilities between schools.

To illustrate the condition of literacy facilities in elementary schools, descriptive statistical analysis was conducted for each indicator. This analysis included calculating the mean and standard deviation to provide an overview and provide a snapshot of the data variation for each indicator. The results of this analysis are presented in Table 2.

Table 2. Descriptive Statistics of Literacy Facilities

	Indicators	Mean	SD	Category
1.	Library room	2.79	1.37	Fair
1.	Reading area/ reading corner	3.46	0.91	Good
2.	Student work display media	3.44	0.93	Good
3.	Laboratory	1.77	1.15	Poor
4.	Textbooks	3.76	0.90	Good
5.	Supplementary books	3.31	1.08	Fair
6.	Age-appropriate books	3.29	0.98	Fair
7.	Computers for student use	2.25	1.30	Poor
8.	Internet access	3.82	1.11	Good
9.	Visual literacy media	3.64	0.85	Good

Table 2 shows that the availability of literacy facilities in elementary schools in Cianjur shows quite striking variations, as indicated by the relatively wide range of mean values between indicators. The highest mean values are found for the internet network indicator ($M = 3.82$) and textbooks ($M = 3.76$), indicating that most schools have relatively adequate access to primary learning resources, both in print and digital form.

Conversely, the lowest mean values are found for the laboratory indicator ($M = 1.77$) and computer for student use ($M = 2.25$), indicating that practical and technology-based literacy support facilities are still limited in many schools. Furthermore, the relatively

high standard deviation values for several indicators indicate differences in the condition of facilities between schools, resulting in uneven availability. These results reflect a gap in the provision of literacy facilities at the elementary school in Cianjur.

To obtain a more comprehensive picture, further analysis was conducted at the component level. The ten indicators in this study were grouped into four main components: (1) physical literacy facilities, including the library, reading area or reading corner, and laboratory; (2) school literacy media, including student-created media and visual literacy media; (3) reading resources, consisting of textbooks, enrichment books, and the suitability of books to student needs; and (4) digital literacy facilities, including computer devices and internet connections.

This grouping aims to identify general patterns in the availability of literacy facilities based on more structured and conceptual aspects. This approach allows the analysis to provide a clearer picture of the strengths and weaknesses in each dimension of literacy facilities in schools. The results of the index calculations for each component are presented in detail in Table 3.

Table 3. Literacy Facility Index by Component

Component	Mean	SD	Category
Physical literacy facilities	2.67	1.14	Fair
School literacy media	3.54	0.89	Good
Reading resources	3.45	0.99	Good
Digital literacy facilities	3.04	1.21	Fair

The results in Table 3 indicate that the availability of literacy facilities varies across components, reflecting an imbalance in literacy support at the elementary school level. School literacy media ($M = 3.54$) and reading resources ($M = 3.45$) fall within the good category, suggesting relatively adequate support for conventional literacy activities. In contrast, physical literacy facilities ($M = 2.67$) and digital literacy facilities ($M = 3.04$) are categorized as fair, indicating that these components are available but not yet optimal. The lower score for physical facilities points to limitations in infrastructure such as libraries and laboratories, while the relatively high variation in digital facilities ($SD = 1.21$) indicates unequal access among schools. This pattern suggests a tendency to prioritize conventional literacy resources over the development of physical and digital infrastructure, which may limit the expansion of literacy practices and hinder the integration of digital literacy in learning.

Next, to obtain a general overview of the condition of literacy facilities, a composite index was calculated, as presented in Table 4. Overall, the elementary school literacy facilities index, based on the average of all indicators, was 3.15, which falls into the fair category. This value indicates that literacy facilities are generally available in schools; however, their distribution remains uneven and does not fully support the optimal implementation of literacy activities. This finding suggests that although basic literacy infrastructure is in place, several components still require strengthening to improve both the quality and equity of literacy facility provision across schools.

Table 4. School Literacy Facilities Index

Variables	Mean	SD	Category
Literacy Facilities	3.15	1.06	Fair

Research shows that literacy facilities in elementary schools remain unevenly developed, with a stronger emphasis on conventional rather than technology-based resources. This disparity not only reflects differences in facility availability but also suggests that literacy development in schools is still oriented toward a traditional, text-centered approach. The predominance of facilities such as textbooks, reading areas, and visual literacy media indicates that schools continue to prioritize a conventional literacy paradigm that places printed texts at the center of learning activities (OECD, 2021). Consequently, the implementation of the SLM remains largely conventional and has not fully expanded toward more comprehensive literacy practices.

These findings align with research showing that student literacy achievement in Indonesia remains moderate and suboptimal, partly due to limited learning experiences that foster analytical and evidence-based thinking skills (Murti et al., 2024). This research confirms that literacy development is determined not only by classroom learning processes but also by the availability of environments and facilities that support meaningful literacy practices. Limited literacy facilities, the potential to reinforce conventional literacy tendencies while simultaneously hindering the transformation toward more contextual and multidimensional literacy practices.

However, in the context of 21st-century education, literacy has undergone a significant conceptual shift. It is no longer limited to reading and writing skills but encompasses the ability to access, evaluate, and produce information across digital and multimodal formats. This perspective underscores the importance of integrating digital literacy as a core student

competency (UNESCO, 2024; OECD, 2021). Therefore, the limited availability of facilities such as laboratories and computer equipment not only indicates infrastructural constraints but also suggests that this shift in literacy paradigms has not been optimally realized in elementary schools. As a result, schools remain insufficiently prepared to integrate technology into broader literacy practices, and the implementation of the SLM has yet to fully accommodate digital literacy as an essential component of 21st-century literacy.

In line with this, recent studies highlight that the integration of digital technology in elementary education is a strategic factor in preparing future generations to adapt to ongoing developments (Mufliva, 2024). Technology functions not merely as a supporting tool but also as a medium for fostering students' critical thinking, creativity, and overall digital literacy. However, its implementation continues to face significant challenges, particularly in terms of limited infrastructure and teachers' readiness to integrate technology into instructional practices (OECD, 2021). Opria (2023) further emphasize that strengthening digital literacy in schools depends heavily on systemic support, including policies, curriculum alignment, and the enhancement of teachers' pedagogical competencies in using technology. This suggests that the effectiveness of SLM implementation is closely linked to the education system's readiness to support digital literacy integration. In addition, Fatmawati (2025) finds that digital literacy significantly contributes to the development of students' 21st-century skills, particularly in critical thinking and problem-solving.

Furthermore, the high score on the internet network indicator, which is not accompanied by adequate availability of computer devices, points to an imbalance in the educational technology ecosystem. This suggests that the provision of internet access has not been matched by the readiness of devices as the primary means of its utilization in learning. From a systemic perspective, this phenomenon reflects partial technology adoption, one that is not comprehensive and therefore limits its impact on the learning process. This imbalance has implications for the suboptimal implementation of the SLM, particularly in integrating technology into literacy activities. In essence, the effectiveness of technology integration depends on the alignment between infrastructure, devices, and user competencies (OECD, 2021; UNESCO, 2024).

Empirical studies reinforce this finding, indicating that the gap between internet access and device availability remains a major challenge in educational technology

implementation. Internet connectivity alone does not guarantee effective use in learning without adequate devices and user readiness (Youssef et al., 2022). Similarly, Yousofi et al. (2025) highlight that limited access to digital devices continues to hinder technology use, even in contexts with relatively stable internet access. Moreover, Min (2024) demonstrate that the use of digital devices does not necessarily improve academic achievement without appropriate pedagogical integration and support.

However, this interpretation should be approached with caution. High internet availability in schools does not necessarily reflect its use in student learning activities, as it may be predominantly utilized for administrative purposes such as data management and digital reporting (OECD, 2021). Consequently, the implementation of SLM risks becoming more administrative than pedagogical in nature. Overall, the mismatch between internet access and device availability not only indicates infrastructural limitations but also underscores the incomplete integration of technology into learning. A more comprehensive approach is therefore required, encompassing both the provision of devices and the optimization of their pedagogical use.

Moreover, limited facilities such as laboratories and computer equipment have implications for hampering the development of 21st-century skills, such as critical thinking, creativity, collaboration, and communication, as well as limiting the strengthening of digital literacy as a supporting competency in the technological era. Numerous studies have shown that mastery of these skills is significantly influenced by access to technology and its integration into meaningful learning (Voogt, 2012; Youssef et al., 2022).

Furthermore, the success of technology integration in learning depends heavily on teachers' ability to appropriately combine technology, pedagogy, and teaching materials (Mishra, 2006). Recent research also shows that limited digital devices can hinder the implementation of student-centered learning and limit the development of higher-order thinking skills (Yousofi et al., 2025). Therefore, without adequate facilities, the implementation of literacy programs, including the SLM, risks becoming merely symbolic activities that fail to address the transformational aspects of learning, resulting in less than optimal impact on improving literacy quality and student competency. This indicates that the SLM has not yet fully functioned as a means of developing 21st-century skills.

The data obtained also show that the availability of library space is in the fair category ($M = 2.79$), indicating that the library's function as a center for literacy activities is not yet fully optimal in some elementary schools. This condition indicates that the library's role as a primary source of reading access and the development of a culture of literacy still faces limitations. On the other hand, the indicator for reading areas or reading corners is in the good category ($M = 3.46$), indicating that schools tend to develop simpler and more flexible alternative literacy spaces. The existence of reading corners can be understood as an adaptive strategy to continue providing access to reading materials amidst limited library facilities. This situation indicates that the implementation of SLM in schools tends to be adaptive, but is not yet supported by comprehensive literacy facilities.

This finding aligns with the implementation of the School Literacy Movement, which encourages the creation of a literacy-rich environment through various means, including the provision of reading corners in classrooms (Faizah et al., 2016). Several studies also show that providing alternative reading spaces, such as reading corners, can increase students' interest and reading habits because they provide a comfortable environment, are close to learning activities, and are easily accessible (Clark & Teravainen, 2017; Merga, 2020). In the context of schools with limited library facilities, reading corners can serve as an adaptive strategy to maintain the continuity of literacy activities. However, strengthening the library's function is still necessary to ensure a more diverse and comprehensive student literacy experience.

Furthermore, the relatively high standard deviation indicates disparities between schools in the provision of literacy facilities, reflecting the digital divide not only at the individual level but also across educational institutions (Dijk, 2020). This gap involves differences not only in access to technology but also in the quality of its use and the ability to integrate it effectively in learning, known as the second-level digital divide (Dijk, 2020; OECD, 2021). Consequently, schools with more adequate facilities are better positioned to integrate technology and support the development of 21st-century skills, while those with limited resources risk lagging behind due to reliance on conventional approaches. This condition may reinforce inequalities in learning quality and contribute to disparities in student outcomes (Youssef et al., 2022), indicating that facility gaps are not merely technical issues but structural challenges in achieving educational equity,

including disparities in the quality of SLM implementation across schools.

From an education policy perspective, this situation demonstrates that literacy issues are not only related to the availability of facilities but also to the unequal distribution of resources. Unequal access to technology remains a major factor slowing educational transformation in the digital age (Selwyn, 2016). This inequality extends beyond infrastructure to include disparities in access to devices, connectivity quality, and digital competencies, forming a broader digital divide within the education system (OECD, 2021).

As a result, the use of technology in learning becomes uneven, leaving schools with limited resources lagging behind in developing digital-based practices. Research also indicates that unequal resource distribution can widen gaps in educational quality, particularly between urban and rural schools (Youssef et al., 2022). Therefore, policy interventions should focus not only on the provision of facilities but also on equitable access, teacher capacity building, and the strengthening of implementation strategies to support inclusive and sustainable digital transformation in education.

From a sociocultural perspective, literacy is understood as a social practice shaped by environmental context and learning interactions (Gee, 2015; Street, 2003). Limited facilities, therefore, affect not only the technical aspects of learning but also the development of a literacy culture in schools. Resource-constrained environments tend to restrict students' opportunities to engage in diverse literacy practices, including digital literacy, making literacy more formal and less likely to evolve into a sustained social habit. In line with this, (OECD, 2021) emphasizes that effective literacy development requires a resource-rich ecosystem with access to diverse forms of texts, both print and digital. Consistent with this view, recent studies highlight that the development of digital literacy in elementary schools is strongly influenced by the availability of infrastructure and access to learning resources, with disparities in facilities contributing to unequal literacy practices (Wijayanti et al., 2024). Thus, literacy transformation in the digital era must go beyond basic reading and writing skills by integrating digital literacy within a comprehensive learning ecosystem. Accordingly, the SLM should be positioned not merely as a program, but as a social practice embedded in school culture.

Based on these findings, the development of literacy facilities should focus not only on increasing quantity but also on improving quality and ensuring equitable access across schools. The integration of conventional and digital literacy is essential for developing more comprehensive, adaptive, and sustainable literacy programs. Therefore, targeted policy interventions are needed to strengthen school capacity to implement the SLM effectively, particularly in expanding literacy practices beyond conventional reading activities and integrating digital literacy into learning.

4. Conclusion

This research confirms that the main problem with literacy facilities in elementary schools lies not solely in availability, but in the imbalance and lack of integration between different types of facilities. Although facilities are generally considered adequate, the dominance of conventional literacy facilities over digital facilities indicates that the school literacy ecosystem is still developing partially and has not yet led to a more comprehensive literacy transformation.

This finding implies that relatively high internet access does not automatically encourage digital literacy practices if it is not accompanied by the availability of devices and integration into learning. Therefore, the main obstacle to literacy development in elementary schools is not only infrastructure issues, but also related to the system's readiness to connect various facility components into a functional whole.

The implication is that strengthening the School Literacy Movement (SLM) needs to be directed at developing an integrated literacy ecosystem, not simply adding facilities quantitatively. Strategic efforts need to focus on equitable access, strengthening digital facilities, and optimizing their use in learning practices. With this approach, the implementation of SLM has the potential to shift from conventional literacy practices to more adaptive, contextual, and sustainable literacy.

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