

The Influence of The Story of My Class Program on Reading and Writing Literacy Intelligence Among Students of SD Plus Rahmat

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Abstract. Reading and writing literacy is a fundamental competency that needs to be developed from elementary education. SD Plus Rahmat implements Story of My Class, a literacy program that encourages students to write their experiences, ideas, and reflections, which are subsequently compiled into an ISBN-registered anthology book. This study aims to describe the influence of the program on students' reading and writing literacy intelligence. A descriptive qualitative approach was employed involving librarians, classroom teachers, and students as research subjects. Data were collected through observation, in-depth interviews, and documentation and analyzed using the Miles, Huberman, and Saldaña interactive model. The findings indicate that Story of My Class contributed to increased reading interest, writing ability, vocabulary mastery, reading comprehension, and students' confidence. The program also fostered contextual, collaborative, and student-centered learning, indicating its potential as a good practice for strengthening literacy culture in elementary schools.

Keywords : reading literacy, writing literacy, literacy culture, elementary school, Story of My Class

1 Introduction

Reading and writing literacy are fundamental competencies that influence students' capacity to access information, construct meaning, communicate ideas, and participate actively in learning. At the elementary school level, literacy should not be interpreted merely as the ability to read words and write sentences. Literacy involves students' capacity to understand texts, use information, express ideas, and create meaningful written communication ^[1].

Elementary education represents a strategic period for establishing literacy habits. Students who develop positive reading habits and receive continuous opportunities to write are more likely to develop literacy as part of their learning culture. Therefore, schools need to create literacy programs that provide students with meaningful and sustained experiences.

In the Indonesian educational context, literacy development is part of the broader effort to strengthen students' basic competencies. However, elementary students continue to experience challenges in reading comprehension, vocabulary development, writing, and reading motivation ^[3]. These challenges indicate that literacy programs need to move beyond routine activities and provide students with opportunities to engage actively with texts.

Efforts to address these challenges have been supported by national policy. The School Literacy Movement (Gerakan Literasi Sekolah) encourages schools to develop literacy through habituation, development, and learning activities that involve the whole school community ^[14]. Within this policy framework, school-level programs are expected to translate literacy goals into concrete and sustainable practices that fit local school contexts.

One promising approach is to integrate reading and writing with students' real-life experiences. Reading can provide students with ideas, vocabulary, and examples of written expression, while writing enables students to process and communicate what they understand. Previous studies suggest that reading and writing should be developed as interconnected competencies ^{[1], [5]}.

Theoretically, the relationship between reading and writing has been explained through several perspectives, including shared knowledge, functional, and rhetorical relations ^[9]. The shared

knowledge perspective holds that reading and writing draw on common linguistic and cognitive resources, while the functional perspective emphasizes that each can be used to serve the other. Meta-analytic evidence from experimental studies further indicates that writing about texts, teaching writing, and increasing the amount of students' writing can improve reading comprehension [8]. These perspectives provide a conceptual basis for examining a program that intentionally links reading and writing in one learning cycle.

Motivation is also an important part of literacy development. Reading engagement is understood as the combined work of motivation and cognitive strategies while reading [10]. Programs that give students a personal reason to read and write therefore deserve attention, particularly at the elementary level, where attitudes toward literacy are still forming.

SD Plus Rahmat implements the Story of My Class program as one of its literacy practices. Through this program, students are encouraged to write their experiences, ideas, observations, and reflections. Their writings are subsequently collected and compiled into an ISBN-registered anthology.

The program provides students with an authentic literacy experience. Students are not merely completing a writing assignment for a teacher. Instead, they become authors whose works are collected, documented, and shared. This authentic purpose can potentially increase students' motivation and confidence.

The program also involves teachers and librarians. Teachers provide instructional guidance and feedback, while librarians support the literacy environment and access to reading resources. Students participate as active readers and writers.

Based on this context, this study aims to describe the influence of the Story of My Class program on students' reading and writing literacy at SD Plus Rahmat.

Specifically, this study examines how the program is associated with students' reading interest, writing ability, vocabulary mastery, reading comprehension, and confidence, and how the involvement of teachers and librarians supports these developments. The study is expected to provide a descriptive picture that can be used by other elementary schools when designing literacy programs that connect reading, writing, and publication.

2 Method

This research used a descriptive qualitative approach. The approach was selected because the study focused on understanding students' literacy experiences and the implementation of the Story of My Class program within its natural school setting.

In this study, "influence" refers to the observed and perceived contribution of the program rather than a statistically tested causal effect. The interpretation is based on observations, interviews, and documentary evidence.

The participants consisted of the school librarian, classroom teachers, and students participating in the Story of My Class program. The participants were selected to provide complementary perspectives on the program.

Data were collected through observation, in-depth interviews, and documentation. Observation focused on students' participation in reading and writing activities, their interaction with teachers and peers, and their confidence in expressing ideas. Interviews were conducted with the librarian, classroom teachers, and students. The interviews explored perceptions of the program, students' responses, literacy development, challenges, and perceived benefits. Documentation included students' written works, literacy activity records, photographs, and the anthology produced through the program.

Data were analyzed using the interactive qualitative data analysis model developed by Miles, Huberman, and Saldaña [7]. The analysis consisted of data condensation, data display, and conclusion drawing and verification.

Data from observations, interviews, and documentation were compared to identify consistent patterns. Triangulation was conducted by comparing information from different participants and data collection techniques.

In the model of Miles, Huberman, and Saldaña, data condensation refers to selecting, focusing, simplifying, and transforming data from field notes, interview transcripts, and documents. Data display refers to organizing the condensed data into forms such as narratives or matrices so that

patterns can be seen more clearly. Conclusion drawing and verification involves interpreting the meaning of the patterns and checking the interpretation against the data ^[7]. These three activities are carried out interactively rather than in a fixed linear order.

Several strategies were considered to support the trustworthiness of the findings. Credibility was addressed through the triangulation of sources and techniques described above ^[12]. Transferability was supported by describing the school setting, the program stages, and the roles of participants so that readers can judge whether the findings are relevant to other elementary schools ^[12]. Because the study is interpretive in nature, the results are presented as descriptions of patterns that emerged from the data rather than as generalizations to all schools.

3 Results and Discussion

In program implementation, The Story of My Class program provides students with a sequence of literacy experiences involving reading, idea development, writing, revision, sharing, and publication.

The process can be summarized as : Reading → Experience → Idea Development → Writing → Revision → Publication → Reflection

This sequence allows students to experience literacy as an integrated process. Reading provides linguistic and conceptual input, while writing enables students to transform their experiences and ideas into meaningful texts. The anthology with an ISBN provides a tangible outcome. It also gives students an authentic audience and a sense that their writing is valuable. The findings indicate that students demonstrated greater interest in reading because reading became connected to their writing activities. Students read not only because they were instructed to do so but also because reading provided ideas and vocabulary for their own stories. This meaningful purpose can strengthen reading motivation. Previous research has shown that structured school literacy programs can increase students' reading interest ^[2]. The Story of My Class program strengthens this process by connecting reading with students' own production of texts.

The connection between reading and writing found in the program is consistent with the view that the two competencies support each other ^[9]. It is also in line with meta-analytic evidence that writing about material read can strengthen comprehension ^[8]. The design of Story of My Class encourages students to move between reading and writing as they search for ideas, try out new words, and revise their sentences.

From the perspective of reading engagement, motivation and strategic reading develop together when readers have a clear and personally meaningful purpose ^[10]. In the program, the purpose of preparing a story for publication gives reading a function beyond completing a task, which helps explain the increased interest in reading reported in the findings.

The program provided repeated opportunities for students to formulate ideas, organize events, select vocabulary, construct sentences, and communicate their experiences. The publication process also encouraged students to pay greater attention to their writing. Students could see their texts as products that would be read by others rather than merely assignments submitted to a teacher. This authentic writing experience potentially supports the development of writing competence.

Vocabulary development emerged as another contribution of the program. Through reading and writing, students encountered new words and had opportunities to use those words in meaningful contexts. Rather than learning vocabulary only through memorization, students experienced vocabulary as part of authentic communication.

Learning vocabulary through use also allows students to understand how words function in sentences and stories. When students choose a word for their own writing, they must consider its meaning, its suitability for the intended message, and its effect on the reader. This process differs from memorizing word lists and may help students retain and use new words more flexibly, although the present study did not test vocabulary retention.

Reading comprehension was also supported by the integrated reading-writing process. Students read with a purpose, such as identifying ideas, understanding vocabulary, or obtaining inspiration for their own writing. This process encourages students to move beyond decoding words toward constructing meaning. Contextual story-based learning has also been identified as a promising approach for strengthening elementary students' reading literacy^[4].

The opportunity to publish their writing contributed to students' confidence. Students

experienced recognition because their ideas became part of a collective literary product. This is particularly meaningful for elementary students, who are still developing their willingness to communicate and express personal ideas. Sharing writing with peers can also encourage students to listen to different perspectives and appreciate the experiences of others.

The increase in confidence can also be interpreted through the concept of self-efficacy, which refers to beliefs about one's capability to carry out a task and is strengthened by successful experiences ^[11]. Completing a story, receiving feedback, and seeing the text included in a published anthology may serve as such experiences for students. However, self-efficacy was not measured directly in this study, so this interpretation should be treated as a conceptual explanation rather than an empirical conclusion.

The program is contextual because students write about experiences that are familiar and meaningful to them. Students can begin writing from everyday experiences, observations, family activities, school events, friendships, or personal reflections. Such contexts provide concrete starting points for writing. This approach makes literacy learning more relevant and can help students understand that literacy is connected to everyday life.

The program also reflects collaborative literacy development. Teachers facilitate writing activities and provide feedback. Librarians contribute to the literacy environment and access to reading materials. Students become active participants in reading, writing, sharing, and publishing. Such collaboration demonstrates that literacy development is a shared responsibility within the school community.

From a sociocultural perspective, learning develops through interaction with more capable others who provide guidance within the learner's zone of proximal development ^[13]. The guidance and feedback offered by teachers, the support of librarians in providing reading resources, and the exchange of stories among peers can be understood as forms of such assistance. In this sense, the program treats literacy as a socially supported activity rather than only an individual task.

The Story of My Class program places students in the position of authors. Students are encouraged to determine what experiences they want to communicate and how they want to express them. This strengthens student agency and provides opportunities for children to recognize the value of their own voices.

The anthology is one of the most distinctive features of the program. It serves as an authentic literacy product and documentation of students' learning. The publication can also become a school literacy artifact that can be preserved and used to inspire future students. Therefore, the anthology represents not only a final product but also evidence of the school's effort to build a sustainable literacy culture.

It should be noted that an ISBN identifies the book as a registered publication; it does not by itself indicate the quality of the texts. Its value for the program lies mainly in symbolizing that students' work is treated as a genuine publication. For young writers, this recognition can strengthen the sense of authorship and the motivation to write more carefully.

The findings suggest that Story of My Class contributes to literacy development through an integrated cycle of reading and writing. The program gives students a meaningful reason to read and write. Reading provides input, while writing becomes a medium for processing and communicating meaning.

Compared with earlier studies, which have examined school literacy movements and reading interest ^[2], the role of teachers in developing reading literacy ^[6], contextual story-based learning ^[4], and the relationship between reading literacy and writing ability ^[5], this study describes a program in which these elements are combined in one practice that ends in a published product. This combination is the main contribution of the present study. At the same time, the findings need to be interpreted with caution because the context and design differ from those of previous research.

The program also demonstrates that literacy development involves cognitive, linguistic, affective, and social dimensions. Students develop vocabulary and comprehension while simultaneously developing confidence and willingness to communicate. The authentic publication process distinguishes the program from conventional writing assignments. Students' texts are transformed into a collective publication, giving their writing a real communicative purpose.

Several practical implications can be drawn from these findings. First, schools can connect reading activities with writing tasks so that reading has a clear purpose. Second, teachers can

provide structured stages for drafting, feedback, and revision so that students receive support throughout the writing process. Third, librarians can help by curating reading resources that relate to the themes students write about. Fourth, an authentic product such as an anthology can give students an audience and can be kept as documentation of the school's literacy culture. These implications are offered as considerations for practice and need to be adapted to each school's resources and student needs.

Schools that wish to adopt a similar program may also need to consider challenges related to time allocation, teachers' capacity to give feedback on many student texts, the availability of reading resources, and the costs of publication. Planning for these aspects can help the program remain sustainable rather than being limited to a single activity or period.

The involvement of teachers, librarians, and students further strengthens the program as a school-wide literacy practice. This is consistent with research emphasizing the role of teachers and school environments in developing literacy culture [2], [6]. Nevertheless, because this research employed a qualitative descriptive approach, the findings should not be interpreted as statistical evidence of causal influence. The findings describe observed and perceived changes based on qualitative data.

This study has several limitations. The research was conducted in a single elementary school, so the findings reflect the specific context of SD Plus Rahmat. The data rely mainly on perceptions, observations, and documents rather than on standardized measures of literacy, and no comparison group was used. These limitations do not remove the value of the descriptive evidence, but they indicate that the results should be read as an exploration of a promising practice rather than as proof of its effectiveness.

Future research should therefore consider mixed-method or quasi-experimental approaches to quantitatively examine changes in students' reading comprehension, vocabulary, writing quality, reading interest, and confidence.

Future studies may also use longitudinal designs to follow students' literacy development over several cycles of the program, and may include students' own reflections on their writing process. Comparisons between classes or schools that implement the program in different ways would further clarify which components are most influential.

4 Conclusion

The Story of My Class program at SD Plus Rahmat demonstrates potential as a meaningful literacy practice for elementary school students. The qualitative findings indicate contributions to students' reading interest, writing ability, vocabulary mastery, reading comprehension, and confidence. The program also promotes contextual, collaborative, and student-centered learning.

The publication of students' writing into an ISBN-registered anthology provides an authentic literacy product that gives students recognition and a sense of ownership. Therefore, Story of My Class can potentially serve as a good practice for strengthening literacy culture in elementary schools. Further quantitative research is recommended to measure the magnitude of its effect and provide additional empirical evidence.

For practitioners, the program offers an example of how a school can combine reading, writing, guidance, and publication in one coherent activity. For researchers, it opens opportunities to examine the program with larger samples, comparison groups, and validated literacy measures, so that both the depth and the magnitude of its contribution can be better understood.

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