

Reading Trail Card-Based Literacy Tree: An Approach to Strengthening Reading Interest and Engagement among Primary School Students

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DOI: <https://doi.org/10.70115/cahaya.v4i3.390>

Article Info	ABSTRACT
Article history Received: 09-08-2026 Revised: 12-09-2026 Accepted : 29-09-2026 Published : 30-09-2026	<i>This study aims to examine the implementation of a Literacy Tree based on Reading Trail Cards as a strategy to strengthen primary school students' reading interest and engagement in literacy activities. A descriptive qualitative approach was employed at SDN 1 Bodak, Central Lombok Regency, Indonesia, involving 40 fifth- and sixth-grade students. The informants consisted of the school principal, two classroom teachers, and five students selected through purposive sampling. Data were collected through observation, semi-structured interviews, and documentation and analysed using the Miles and Huberman interactive model, comprising data reduction, data display, and conclusion drawing and verification. Data credibility was established through source and methodological triangulation and member checking. The findings show that the Literacy Tree was implemented through five stages: introducing the media, selecting reading materials, reading, completing Reading Trail Cards, and attaching the cards to the Literacy Tree. The cards served as tools for recording and reflecting on students' reading experiences, while the Literacy Tree visually represented their reading progress. Observation and interview findings indicated active participation, enthusiasm, increased reading interest, and students' willingness to engage in further reading activities. These findings suggest that the Reading Trail Card-based Literacy Tree can provide a practical, participatory, and visually engaging strategy for strengthening reading interest and literacy engagement among primary school students.</i>
Keywords <i>Literacy Tree; Reading Trail Cards; reading interest; reading engagement; primary school literacy</i>	
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How to Cite:

Example: Khosiah et al. (2026). Reading Trail Card-Based Literacy Tree: An Approach to Strengthening Reading Interest and Engagement among Primary School Students. *CAHAYA: Journal of Research on Science Education*, 4(3), 381-396. <https://doi.org/10.70115/cahaya.v4i3.390>

INTRODUCTION

Reading ability is one of the core competencies that elementary school students must possess as a foundation for developing their thinking skills, understanding information, and building knowledge across various subject areas (Associate et al., 2025). Strong reading skills support the development of students' cognitive, affective, and psychomotor aspects, as reading serves as the gateway to acquiring diverse information and learning experiences (Associate et al., 2025). In the context of elementary education, a love of reading is a key factor in encouraging students to develop independent reading habits. Students with a high interest in reading tend to be more active in seeking information, possess a strong sense of curiosity, and are able to develop critical thinking skills and broaden their horizons. Schools play a strategic role in creating a learning environment that fosters a culture of literacy through various engaging, innovative, and sustainable learning programs and media (Fatimah et al., 2024).

Learning media play a strategic role in supporting the creation of an effective and engaging learning process that is tailored to the characteristics of elementary school students, including the development of a culture of literacy and the promotion of reading interest (Apriwulan et al., 2025). The use of visual, concrete, and interactive media can help create a more meaningful literacy experience because students do not merely act as recipients of information but are also actively engaged in the learning process (Winarni et al., 2020). One tool that can be used to support these activities is the Literacy Tree a visual tool shaped like a tree designed to represent and display students' progress in reading activities by posting the results or markers of their reading achievements. This tool serves both as a means of documentation and as a visual stimulus that allows students to see the tangible progress of their literacy activities (Sumartina & Hidayat, 2026). With a display of reading achievements that can be observed directly, students gain a more concrete learning experience, so that reading is no longer viewed merely as an academic activity but as an activity with tangible results and achievements that can be appreciated (Firat et al., 2020).

Most students have not yet developed the habit of reading independently and tend to read only when assigned tasks by their teachers. Although schools have provided libraries with a fairly diverse collection of books, the rate of student visits to and use of the library remains relatively low. Students' reading activities have not been systematically documented, making it difficult for teachers to continuously monitor the development of each student's reading habits (Palupi & Sari, 2023). An instructional innovation is needed that can increase students' active engagement in literacy activities while motivating them to read consistently (Marwiyah et al., 2025). One of the strategies implemented in this study was the Literacy Tree, which is based on Reading Tracker Cards. The Literacy Tree serves as a visual tool to display students' progress in reading activities, while the Reading Tracker Cards function as a simple instrument for recording reading experiences (Hidayah & Sueb, 2025). These cards contain information about the book title, author's name, reading time, and a summary or message derived from the reading. After completing a reading activity, students fill out a Reading Tracker Card and then attach it to the Literacy Tree as evidence of the reading activity they have completed (Seleke & Teis, 2025). Students' low interest in reading remains

one of the challenges faced by elementary schools in their efforts to foster a culture of literacy (Siregar, 2025).

Various studies indicate that fostering elementary school students' interest in reading requires the support of innovative and engaging learning media capable of actively involving students in literacy activities. (Apriani et al., 2025) demonstrate that the use of the "Literacy Tree" media can increase students' enthusiasm for participating in reading activities because it provides a space for students to visually display the results of their reading activities. Mazaya & Mutiara (2026) state that the "Literacy Tree" medium fosters intrinsic motivation, self-confidence, and the habit of sustained reading. Sarli & Swatikasari (2026) revealed that through the Reading Corner and Literacy Tree programs, they concluded that providing an engaging literacy environment can foster a culture of reading in elementary schools. Hamzah et al. (2023) state that the Reading Corner and Literacy Tree programs not only increase students' reading frequency but also create a more conducive, collaborative, and enjoyable learning atmosphere. Marsya et al. (2026) found that the implementation of the "Literacy Tree" media in the School Literacy Movement contributes to increased student engagement in reading activities, although its effectiveness is heavily influenced by teachers' consistency in providing guidance and fostering literacy habits.

Research on the "Literacy Tree" media, based on the "Reading Trail" cards, as a strategy for strengthening reading interest among elementary school students remains relatively limited. However, several previous studies have shown that the use of literacy media that is visual, interactive, and actively engages students has the potential to strengthen reading engagement and habits. Austa & Fitriyeni (2025) note that, in addition to the use of literacy media, various studies also confirm that the success of increasing reading interest is influenced by the implementation strategies of literacy programs in schools. Melindawati et al. (2026) revealed that the systematic implementation of the School Literacy Movement (GLS) can increase students' reading interest through routine reading activities, the provision of diverse reading materials, and the active involvement of teachers in guiding students during the literacy process. Aini et al. (2026) state that the GLS plays a significant role in fostering reading habits because it creates a learning environment that supports literacy activities from the very beginning of the learning process.

Cahyani et al. (2025) demonstrated that the use of interactive media that provides meaningful learning experiences can strengthen elementary school students' motivation to read. Daga et al. (2025), through a literature review, concluded that the use of reading materials tailored to students' characteristics whether in print or digital form has a positive impact on improving reading interest and language skills. Austa & Fitriyeni (2025) emphasize that literacy activities carried out in a planned and continuous manner, supported by engaging learning media, have a positive impact on fostering a reading culture among elementary school students.

Based on the results of previous research, most studies have focused on the implementation of the School Literacy Movement, reading corners, literacy culture, and the Literacy Tree as standalone programs. To date, there has been very limited research integrating the Literacy Tree Media with Reading Tracker Cards as a unified learning strategy

that not only documents reading activities but also facilitates reflection on reading outcomes, recognizes reading achievements, and continuously monitors each student's literacy development. This study aims to describe the application of the Literacy Tree Media based on Reading Tracker Cards as a strategy to strengthen elementary school students' interest in reading and to explain students' engagement in reading activities through the use of this media. The novelty of this study lies in the integration of the Literacy Tree Media with Reading Tracker Cards as a strategy to strengthen elementary school students' interest in reading, a topic that has not yet been comprehensively studied. The research results are expected to provide theoretical benefits for the development of studies on literacy learning media in elementary schools.

METHOD

This study employs a qualitative method with a descriptive approach to provide an in-depth description of the implementation of the Literacy Tree Media, based on the Reading Tracker Cards, as a strategy to strengthen elementary school students' interest in reading. This approach was chosen because it allows the researcher to directly understand the process of implementing the media, students' experiences in participating in reading activities, their responses to the use of Reading Tracker Cards, and the nature of their engagement in literacy activities within the natural context of the school environment. The study focused on the processes, experiences, responses, and changes in student engagement during the implementation of the "Literacy Tree" media based on Reading Tracker Cards. To provide a systematic overview of the research stages, the research flowchart is presented in Figure 1.

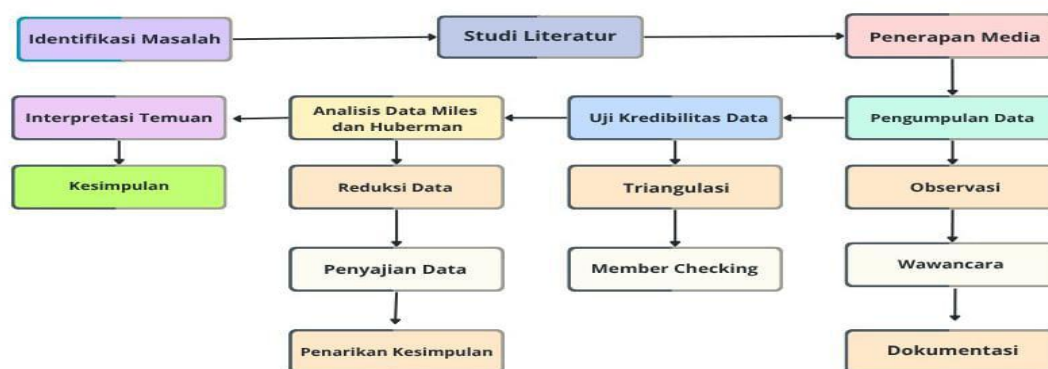


Figure 1. Research Flowchart

Figure 1 shows that the research was conducted through a series of interrelated stages, beginning with problem identification and a literature review to formulate the research focus. The subsequent stages involved the implementation of the Literacy Tree Media based on Reading Tracker Cards and the observation of pupils' engagement in literacy activities. Data was then collected through observation, in-depth interviews and documentation, and its credibility was tested through triangulation and member checking. The collected data was analysed using the Miles and Huberman interactive model, which encompasses data

reduction, data presentation and drawing conclusions. The results of the analysis were subsequently interpreted to gain a comprehensive understanding of the implementation of the 'Literacy Tree' media based on 'Reading Trail Cards' as a strategy for strengthening primary school pupils' interest in reading.

This study was conducted at SDN 1 Bodak, located in Montong Terep, Central Lombok Regency, West Nusa Tenggara. The study was carried out over a period of two months in 2026. The research subjects were pupils in Years 5 and 6, totalling 40 pupils. All these pupils were the target group for the literacy activities, whilst the research informants were selected through purposive sampling based on their direct involvement and ability to provide information relevant to the research focus. The research subjects and informants were determined through purposive sampling, namely the deliberate selection of informants based on specific criteria relevant to the research objectives. The research informants included the Headteacher (HT), who provided information on the general state of the school's literacy culture, policies, and the school's support for the implementation of literacy activities; two Class Teachers (CTs) as supporting informants, selected for their knowledge and direct experience of the pupils' abilities, reading habits and the development of their reading interests in the classroom; and five pupils (P) as key informants, selected from a total of 40 pupils based on their direct involvement in literacy activities and their diverse reading interests. Two class teachers were selected in order to obtain information from more than one educational source, thereby providing a more varied picture and helping to confirm the findings of the observations regarding changes in pupils' engagement and interest in reading. Five pupils were selected so that the research could gain more in-depth information regarding their experiences of using the Reading Tracker Cards and the Literacy Tree Media, taking into account variations in levels of engagement, responses and reading experiences throughout the activities. These five pupils were part of a group of 40 pupils who directly participated in the reading process, completed the Reading Tracker Cards, attached the cards to the Literacy Tree display, and took part in the series of literacy activities. The selection of informants was not based on statistical considerations of numbers, but on the depth of information, direct involvement, and the informants' ability to provide data relevant to the research focus. Data collection continued until data saturation was reached, that is, when the information obtained showed recurring patterns and no new themes relevant to the research focus were identified.

Data collection was carried out through participatory observation, semi-structured in-depth interviews, and documentation. Observation was used to monitor various forms of learner engagement during literacy activities, such as reading activities, interest in reading materials, completing the Reading Tracker Cards, attaching cards to the Literacy Tree, enthusiasm, initiative, and consistency in participating in reading activities. In-depth interviews were conducted to explore the informants' experiences, views and interpretations regarding the implementation of the Reading Trail Card-based Literacy Tree Media. Interviews with class teachers were aimed at obtaining information regarding the initial state of pupils' interest in reading, the process of implementing the media, pupils' responses, and changes in pupils' engagement in literacy activities. Meanwhile, interviews with pupils were used to explore their experiences and perceptions whilst using the Reading Tracker Cards and

the Literacy Tree Media. Documentation was utilised as supporting data, comprising photographs of reading activities, completed Reading Tracker Cards, screenshots of the Literacy Tree Media, reading materials, and documentation of other literacy activities to reinforce the findings from observations and interviews.

The validity of the data was ensured through the application of source triangulation, methodological triangulation and member checking. Source triangulation was carried out by comparing information obtained from class teachers and pupils, whilst methodological triangulation was carried out by comparing data from observations, interviews and documentation. Member checking is carried out by reconfirming the information obtained from interviews with the informants to ensure that the data corresponds to their actual experiences and the conditions that occurred during the use of the media. The collected data is then analysed using Miles and Huberman's interactive analysis model, which encompasses data reduction, data presentation, and the drawing of conclusions and verification (Mezmir, 2020). Through a process of coding and categorisation, the data were grouped into key themes, such as interest in reading, engagement with reading, enthusiasm, initiative in reading, consistency in reading, use of the Reading Tracker Cards, reflection on reading material, and responses to the Literacy Tree Media. These themes were then interpreted to understand the application of the Reading Trail Card-based Literacy Tree Media as a strategy for strengthening reading interest among primary school pupils.

RESULTS AND DISCUSSION

A. Research Findings

1. Implementation of the "Literacy Tree" Media Using Reading Tracker Cards

The research findings indicate that the "Literacy Tree" media, based on the "Reading Trail Cards," was implemented as part of the reading literacy activities at SDN 1 Bodak. Based on the results of initial observations, reading activities had already become part of the school's literacy program, but their implementation was not yet fully organized in a systematic manner. Students' reading activities were not always accompanied by record-keeping, reflection, and documentation of the books they had read. This situation made it difficult to monitor students' reading activities on an ongoing basis, particularly regarding the books they read and their comprehension of the texts. These findings were corroborated by statements from the classroom teacher, who noted:

"Before this activity, the students were already reading, but not all of them had developed the habit of reading regularly. Their reading activities weren't always recorded, so it was difficult to see which books the students had read." (GK1)

These initial conditions served as the basis for implementing the "Literacy Tree" media, which is based on Reading Tracker Cards. This media not only frames reading as an activity for obtaining information from books but also connects it to the activities of recording, reflecting on, and visualizing students' reading experiences. Reading Tracker Cards are used as a tool for recording information about the books read, while the Literacy Tree serves as a display for the cards filled out by students. Thus, reading activities generate a record that can be viewed and reviewed by both students and teachers.

The media program is implemented in several stages: introduction to the media, selection of reading materials, reading activities, filling out the Reading Tracker Card, and attaching the card to the Literacy Tree. In the initial stage, the teacher introduces the objectives and how to use the media to the students. The teacher explains that each student who finishes reading must fill out the Reading Tracker Card based on the book they have read. The information recorded on the card includes the book's title, author, reading time, and a summary or the key message taken from the reading. After the card is filled out, students attach it to the Literacy Tree.



Figure 2. Introduction to the ‘Literacy Tree’ Media Based on the ‘Reading Trail’ Cards

Figure 2 illustrates the process of introducing the “Literacy Tree” media based on the Reading Tracker Cards to students. This activity demonstrates direct interaction between the facilitator and the students as they learn how to use the media. This stage is crucial because student engagement in the program is determined not only by the availability of the media but also by their understanding of the program’s objectives and the steps involved in the activities.

The next step is selecting reading materials. Students are given the opportunity to choose the books they will read based on the reading materials available at their school. This opportunity to choose their own reading materials allows students to engage directly in literacy activities, as they not only act as recipients of instruction but also decide which reading materials they want to use.



Figure 3. Pupils’ Reading Activities during the Implementation of the Literacy Programme

Figure 3 shows students engaged in reading activities. Reading activities form the core of the program's implementation, while the Literacy Tree and Reading Tracker Cards serve as supporting tools that provide follow-up to these activities. These materials are not intended to replace reading activities but rather to provide structure to the reading experience so that it is more focused and documented.

After finishing the reading material, students are instructed to fill out the Reading Tracker Card. Students record information about the reading material and write down their understanding or a simple summary of the content. This activity gives students the opportunity to reengage with the information they acquired while reading.



Figure 4. Students Filling Out Their Reading Log Cards

Figure 4 shows students filling out their Reading Tracker Cards after completing a reading assignment. This activity demonstrates that reading is followed up through a process of recording and reflection. Students are guided to identify key information and articulate their understanding of the text. The Reading Tracker Card serves not only as a documentation tool but also as a means of encouraging students to process the information they have read.

The completed cards are posted on the Literacy Tree. This step provides a visual representation of the students' reading activities. Each card posted represents a student who has engaged in reading and taken notes on what they read.



Figure 5. Affixing Reading Tracker Cards to the Literacy Tree Display

Figure 5 shows the pupils' involvement in displaying the results of their reading activities by sticking on Reading Trail Cards. This activity provides a visual representation of the reading activities they have undertaken. The Literacy Tree serves not only as a decorative element, but also as a medium for representing the pupils' literacy activities. These findings are supported by the class teacher's statement:

"The children seem more interested when the results of their reading can be displayed on the Literacy Tree. They can see the cards they have made and feel that their reading has produced results." (GK2)

This statement indicates that visualising reading outcomes through the Literacy Tree was one aspect that received a positive response from the pupils. The findings of the observation also showed that the pupils took part in a series of activities, ranging from reading and filling in cards to sticking the cards onto the tree. The use of this medium not only transformed the way literacy activities were delivered but also provided a clearer structure for the activities, namely reading, understanding, taking notes, reflecting and visualising the outcomes of reading.

2. Literasi Pupils' Engagement and Response in Literacy Activities

The findings of the study further indicate that pupils were engaged at every stage of the media's implementation. This engagement was evident in their activities of selecting books, reading, completing the Reading Tracker Cards, and sticking the cards onto the Literacy Tree. Based on the observations, the pupils were not only physically engaged in the reading activities but also demonstrated cognitive engagement through activities such as recalling, understanding, summarising and restating information from the text.

Behavioural engagement is evident when pupils directly engage in reading activities and complete the Reading Tracker Cards. Pupils follow the steps of the activity as guided by the teacher and demonstrate a desire to complete the cards and stick them onto the Literacy Tree. This activity demonstrates that the use of teaching materials provides a series of tasks for pupils to carry out after reading. The class teacher stated:

"The children are more active when reading activities are accompanied by cards. They don't just read; afterwards, they immediately fill in the cards and want to stick them on the Literacy Tree". (GK1).

The findings indicate that the Reading Tracker Card provides follow-up activities once pupils have finished reading. Thanks to these activities, reading does not end with the completion of a book, but continues with the process of recording and restating the content of the text.

Pupils' cognitive engagement was also observed. This was evident in their ability to restate the information they had understood after reading. One pupil said:

(PD5). "The Reading Tracker helps me remember the content of the books I've read because, after reading, I write down what I've understood." (PD5).

This statement shows that filling in the cards serves as a means for pupils to consolidate their memory and understanding of the text. The activity of rewriting the content of the text also indicates that pupils are encouraged to engage in simple reflection on what they have read. One pupil said:

“I like reading using the Literacy Tree because after reading I can make a card and stick it on the tree. So I want to read another book so that I can make another card.” (PD1)

The use of media provides an engaging additional experience for pupils. The reading activity does not end with the completion of the reading material, but continues with the creation and presentation of Reading Tracker Cards. The pupils’ desire to reread in order to produce new cards demonstrates a drive to maintain their engagement in literacy activities. A similar response was also observed among other pupils, who stated:

“I think it’s more fun because there’s a card to fill in. Once I’ve finished reading, I can write down the title of the book and what I’ve learnt from the story.” (PD2).

This statement indicates that pupils view the activity of completing the cards after reading in a positive light. The cards are not merely seen as an additional task, but also as part of the reading experience, making the activity more structured and providing pupils with the opportunity to write down what they have learnt from the text. One pupil said:

“I’m pleased to see the cards that have been stuck on. When I get more cards, I feel as though I’ve read a lot of books.” (PD4).

This indicates that the Literacy Tree provides a visual representation of the reading activities carried out by pupils. Pupils can see the increase in the number of cards on the tree as a representation of the reading activities they have undertaken. This visualisation has the potential to provide a sense of simple achievement, as pupils can see the results of their reading activities directly.

When comparing the results of the observations and interviews, both sources of data revealed a relatively consistent pattern. The observations showed pupils’ engagement in reading, filling in cards and sticking them up, whilst the interviews indicated that pupils perceived these activities as enjoyable, helpful in remembering what they had read, and encouraging a desire to read the text again. This consistency between the results of the observations and the interviews reinforces the interpretation that the use of the media elicited a positive response from the pupils.

Pupils’ engagement with the use of media can be observed in two main forms. Firstly, behavioural engagement, which is evident through activities such as reading, completing the Reading Tracker Cards, and sticking the cards up. Secondly, cognitive engagement, which is evident through activities such as recalling, understanding, summarising, and restating information from the text. These findings suggest that media do not merely serve as decoration in the literacy environment, but are utilised as an integral part of pupils’ reading activities.

3. Indications of an Increase in Interest in Reading through the Use of Media

The results of observations and interviews indicate that the implementation of the Literacy Tree based on Reading Tracker Cards shows several signs of strengthening pupils’ interest in reading. These signs are particularly evident in the pupils’ interest in reading activities, their enthusiasm for completing the Reading Tracker Cards, their desire to collect more cards, and their desire to read again. One pupil, who previously read more often when given assignments by the teacher, said:

“I usually read when I’ve been set an assignment by my teacher. Since the Literacy Tree was introduced, I’ve been reading more often because I want to add to my collection of cards”. (PD3).

The desire to collect more cards was one of the reasons pupils gave for resuming their reading activities. These findings are not intended to suggest a statistically significant increase in reading interest, but do indicate a growing interest and motivation to engage in reading activities. The class teacher stated:

“With the cards and the Literacy Tree, the children have something tangible to show for their reading. They become more enthusiastic as their collection of cards grows and they can stick them onto the tree.” (GK2).

These findings indicate that the visualisation of reading outcomes is one aspect considered to motivate pupils. The increasing number of cards can be seen directly on the Literacy Tree, thereby giving the reading activity a tangible outcome. A class teacher stated:

“The Reading Tracker Card helps us find out which books pupils have read and what they have learnt from them. So, reading isn’t just something they do; there are records that can be looked back on.” (GK1).

This statement indicates that the use of the Reading Tracker Card serves a documentary function in literacy activities. Teachers can see which books pupils have read and the information they have recorded after reading. The tool also provides teachers with the opportunity to monitor reading activities in a more structured manner.

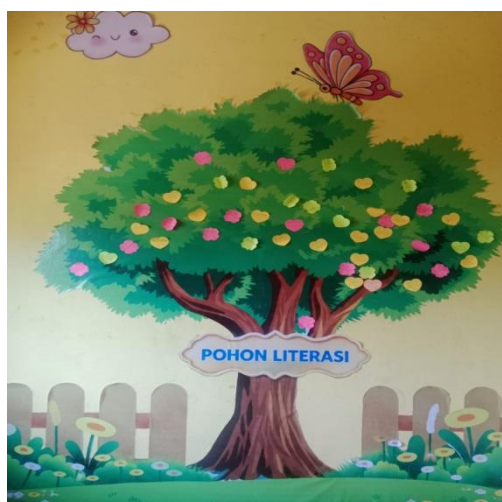


Figure 6. Results of the Implementation of the ‘Reading Trail’ Card-Based Literacy Tree Resource

Figure 6 shows the condition of the Literacy Tree after it has been used in the activity. The cards that have been attached represent the pupils’ reading activities whilst also serving as visual documentation of the programme’s implementation. The presence of these cards indicates that the reading activities were followed by the recording and visualisation of the reading outcomes.

Based on the results of the interviews and observations, there was consistency between the informants’ responses and the activities observed during the use of the teaching

aid. The pupils were seen taking part in reading activities, filling in cards, and sticking their work onto the Literacy Tree. Meanwhile, the interview results indicated feelings of joy, enthusiasm, a desire to add more cards, and a desire to read the material again.

These findings suggest that the increase in interest in reading observed in this study is not only linked to the frequency of reading, but can also be seen through a number of qualitative indicators, such as an interest in reading, enthusiasm for taking part in activities, a desire to read again, and active involvement in documenting the outcomes of reading.

B. Discussion

The results indicate that the Literacy Tree medium, based on Reading Tracker Cards, can support pupils' engagement in reading activities through the use of visual and participatory media. Pupils not only engage in reading activities but also take part in recording and presenting their reading outcomes via the Reading Tracker Cards. These findings are consistent with (Sun et al., 2022), who emphasise the importance of using innovative strategies and engaging media to support the development of reading skills among primary school pupils. The similarity lies in the effort to create literacy activities capable of actively engaging pupils. The difference lies in the form of implementation, as this study specifically integrates the Literacy Tree with the Reading Tracker Cards so that reading activities are not merely carried out but also produce a record that can be observed and documented.

The research findings also indicate that completing the Reading Tracker Card provides learners with the opportunity to recall, understand and restate information obtained from reading materials. This activity ensures that the reading process is followed up by note-taking and reflection on the content of the text. These findings are consistent with research (Wang et al., 2023) which shows that the PQ4R strategy can support reading comprehension skills through stages that provide learners with the opportunity to reflect on and review the information they have read. The similarity between the studies lies in the inclusion of activities to process information after reading, whilst the difference lies in the form of their application. This study utilised Reading Tracker Cards as a simple tool for recording and reflecting on pupils' understanding of the reading material, thereby ensuring that the outcomes of reading activities are documented in a more structured manner.

The use of the Literacy Tree in this study provided pupils with a visual experience, as the results of their reading activities could be displayed directly via cards attached to the display. The ever-increasing number of cards provided a concrete illustration of the reading activities that had been carried out, whilst also creating a more engaging literacy environment. These findings are in line with those of Yulianawati et al. (2022) who emphasise that an innovative literacy environment and media are necessary to support the development of a reading culture in primary schools. The similarity lies in the use of media as part of an environment that can attract pupils' attention to literacy activities. Meanwhile, this study offers a further development through the integration of the Literacy Tree with the Reading Tracker Cards, so that the media serve not only as a visual element but also as a means of documenting, reflecting on, and monitoring pupils' reading activities.

The research findings show that the strength of the 'Literacy Tree' media, based on 'Reading Trail' cards, lies not merely in the visually appealing form of the media, but in the

mechanism of the activities developed through it. The 'Reading Trail' cards provide follow-up activities once pupils have finished reading, whilst the 'Literacy Tree' provides a space to display the results of these activities. The integration of these two components creates a more comprehensive cycle of literacy activities, whereby pupils read, comprehend the text, note down key information, reflect on what they have read, and then present their findings visually. Thus, the resource serves as a link between individual reading activities and a literacy experience that can be observed and monitored within the classroom environment.

From a learning perspective, the inclusion of follow-up activities after reading is a key aspect of this study. When pupils were asked to rewrite the information they had gleaned from the text, they were given the opportunity to process what they had read; this process was evident from the pupils' statements, in which they noted that the Reading Tracker Cards helped them to recall the book's content and to rewrite what they had understood. These findings suggest that a simple note-taking activity can provide space for pupils to re-engage with the reading material. Thus, the Reading Tracker Cards not only serve an administrative function as a record of books read but also fulfil a pedagogical function by encouraging pupils to comprehend and reflect on the text.

The findings also show that pupils' reading experiences become more tangible when the results of their activities can be visualised. The cards attached to the Literacy Tree provide pupils with a visible representation of the reading activities they have undertaken. This contrasts with reading activities that end once the book is closed, as the results of such activities cannot always be observed directly. In this context, the Literacy Tree offers a simple form of recognition for reading activities without the need for a competitive reward system. Pupils can see the progress of the cards they have produced and interpret this as a sign that they have engaged in reading activities. These findings reinforce the view that an engaging literacy environment that provides concrete experiences can support pupils' engagement in reading activities.

Another important aspect is the emergence of a motivation to engage in further reading. The statements made by pupils expressing a desire to read other books in order to earn new cards indicate that the medium provides a stimulus to sustain engagement in literacy activities. However, this motivation should be understood as a qualitative finding indicating a trend or sign of strengthened reading interest, rather than as evidence of a quantitative increase in reading interest. This is important because reading interest is a complex construct that can be influenced by various factors, such as reading habits, the availability of reading materials, teacher support, the family environment, and pupils' experiences whilst participating in literacy activities. Therefore, the contribution of the media in this study is more accurately understood as the provision of literacy experiences that can foster interest and sustain pupils' engagement in reading activities.

The role of the teacher is also a crucial part of the successful implementation of these resources. The Literacy Tree and Reading Tracker Cards do not function automatically, but require explanation, guidance and reinforcement from the teacher throughout the activity. The teacher introduces the procedures for using the resources, guides pupils in selecting reading materials, provides opportunities for them to complete the cards and monitors the outcomes of

the activity. This demonstrates that the resources function as supporting tools within a learning strategy, rather than as a substitute for the teacher's role. This finding is consistent with the research by (Lee et al., 2021), which showed that the implementation of the 'Literacy Tree' resource in literacy activities requires consistent guidance and familiarisation from teachers to ensure that pupils' engagement is maintained.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the implementation of the Literacy Tree medium based on the Reading Tracker Cards at SDN 1 Bodak demonstrates that the integration of these two media can help strengthen pupils' interest in reading and their engagement in literacy activities. The activities were carried out in stages through the selection of reading materials, reading activities, recording information using Reading Tracker Cards, and visualising the results of the reading by attaching the cards to the Literacy Tree. This sequence provided a more structured pattern of literacy activities, as the reading process did not end with the completion of the reading material but continued with the processes of recording, reflection and documentation. The Reading Tracker Cards provide space for pupils to identify key information and articulate their understanding of the text, whilst the Literacy Tree serves to visually represent the outcomes of reading activities. The research findings reveal a positive response from pupils, reflected in their enthusiasm, participation and desire to engage further in reading activities. The implementation of the Reading Trail Card-based Literacy Tree can be considered as an alternative strategy for primary school literacy programmes that integrate reading, note-taking, reflection and documentation in a participatory manner.

Further research is recommended to expand the study on the implementation of the 'Literacy Tree' media, based on the 'Reading Trail Cards', across different educational levels, learner characteristics and school environments, thereby providing a broader understanding of its application in literacy activities. Subsequent studies could also employ quantitative or mixed-methods approaches to obtain more measurable empirical evidence regarding changes in reading interest, pupil engagement and reading comprehension skills. The development of the media could focus on utilising digital technology to support the recording and monitoring of reading activities, whilst retaining the visual and participatory nature of the Literacy Tree.

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