



The Influence of Literacy Programs and the Availability of Learning Resources on Students' Literacy Abilities Through Student Involvement

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Abstract: The literacy skills of students in Indonesia still face challenges despite the increase in PISA rankings, because literacy programs are not yet fully effective, and the limitations of varied learning resources. The purpose of this research is to analyze the influence of literacy programs and the availability of learning resources on students' literacy skills, as well as to examine the role of student involvement as a mediator in these relationships. The research method uses a quantitative approach with an explanatory-correlational design through the analysis of Partial Least Squares Structural Equation Modeling (PLS-SEM) using a sample of 173 grade XI students of SMAN 1 Mejayan who were selected by simple random sampling and data collection through a Likert scale questionnaire. The results of the study showed that literacy programs, the availability of learning resources, and student involvement had a positive and significant effect on literacy skills, but student involvement was not proven to be significant as a mediator. These findings confirm that improving literacy can be achieved through literacy programs that are integrated into learning and the provision of varied learning resources, both print and digital, with recommendations for schools and teachers to design more flexible and contextual literacy strategies. The novelty of this research lies in a conceptual model that tests student involvement as a mediating variable, thus providing a new picture of the implementation of literacy strategies in secondary schools in Indonesia

Keywords: Availability of Learning Resources; Literacy Ability; Literacy Program; PLS-SEM; Student Involvement.

Abstrak: Kemampuan literasi siswa di Indonesia masih menghadapi tantangan meskipun peringkat PISA menunjukkan peningkatan, karena program literasi yang belum sepenuhnya efektif dan keterbatasan sumber belajar yang variatif. Penelitian yang dilakukan ini memiliki tujuan untuk menganalisis pengaruh program literasi dan ketersediaan sumber belajar terhadap kemampuan literasi siswa, serta menguji peran keterlibatan siswa sebagai mediator dalam hubungan tersebut. Metode penelitian menggunakan pendekatan kuantitatif dengan desain eksplanatori-korelasional melalui analisis Partial Least Squares Structural Equation Modeling (PLS-SEM) dengan menggunakan sampel sebanyak 173 siswa kelas XI SMAN 1 Mejayan yang dipilih secara simple random sampling serta pengumpulan data melalui kuesioner skala Likert. Hasil penelitian menunjukkan bahwa program literasi, ketersediaan sumber belajar, dan keterlibatan siswa berpengaruh positif dan signifikan terhadap kemampuan literasi, namun keterlibatan siswa tidak terbukti signifikan sebagai mediator. Temuan ini menegaskan bahwa peningkatan literasi dapat

dicapai melalui program literasi yang terintegrasi dalam pembelajaran serta penyediaan sumber belajar yang variatif, baik cetak maupun digital, dengan rekomendasi agar sekolah dan guru merancang strategi literasi yang lebih fleksibel dan kontekstual. Kebaruan penelitian ini terletak pada model konseptual yang menguji keterlibatan siswa sebagai variabel mediasi, sehingga memberikan gambaran baru dalam penerapan strategi literasi di sekolah menengah di Indonesia.

Kata kunci: Ketersediaan Sumber Belajar, Kemampuan Literasi, Program Literasi, PLS-SEM, Keterlibatan Siswa

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Introduction

Literacy is a complex process because it involves utilizing an individual's initial knowledge, cultural background, and experience to build a new, deeper understanding. Literacy is not only the ability to read and write, but also includes the skill of recognizing and interpreting texts, numbers, graphs, visuals, and cultural practices related to various human and humanitarian issues (Malawi et al., 2017). Literacy culture in educational institutions plays an important role in shaping students' character and insight (Padmadewi & Artini, 2018). Instilling a literacy culture from an early age is a strategic step to produce an intelligent, critical, and quality generation (Rizqiyah & Arsanti, 2022). However, there are many challenges faced, such as the limitation of good reading materials, a lack of family support, and different socioeconomic conditions that affect students' literacy skills. If there are no immediate and sustainable efforts, low literacy can widen the education gap, hinder the quality of human resources, and weaken the nation's competitiveness in the digital era (Andiriyanto et al., 2024, 2024). Therefore, it is important to examine the factors that affect literacy, including literacy programs and the availability of learning resources, so that they can form the basis of education policy (Hidayati et al., 2024; N. Nasution, 2024).

Various studies show that students' literacy abilities are influenced by many factors. At the high school level, motivation and interest in reading remain important determinants in improving literacy (Mawardi, 2024; Zalukhu & Zalukhu, 2024). In addition, the availability of facilities such as school libraries, access to diverse reading materials, and the use of technology as a learning resource also strengthen literacy outcomes, especially in schools in areas with limited access (Ahyana & Fihayati, 2025; N. G. Putri et al., 2025). School literacy programs, including the School Literacy Movement (GLS), have been run to foster reading culture and improve students' literacy skills, and several studies report its positive impact (Aryani & Purnomo, 2024). However, student involvement in both cognitive, affective, and

behavioral aspects is seen as a key factor that bridges the influence of literacy programs and learning resources on literacy skills (Artama et al., 2024; Nugraha et al., 2024). Without the active involvement of students, the programs and facilities available are not necessarily able to improve literacy optimally.

Many educational studies show that student engagement often acts as a link between educational input and learning outcomes. Student *engagement* reflects the extent to which students show attention, effort, and perseverance in learning. This component consists of interrelated behavioral, affective, and cognitive involvement in influencing learning outcomes. Compared to other factors, such as motivation or interest in learning, *student engagement* is more appropriate to be used as a mediator because it reflects the real actions of students in managing the learning process. (Latief et al., 2025; Wijayanto et al., 2024). Research in Indonesia found that literacy facilities and student motivation have a great effect on literacy skills, but the impact is stronger if students are actively involved in learning (Mahbubah & Darmawan, 2024; Murip et al., 2024). Other studies also confirm that school and new teacher support is effective when students have an interest and commitment to learning (Hanaris, 2023; Imron, 2024). Therefore, student engagement is not only an additional factor, but is key that explaining how literacy programs and learning resources can improve literacy skills.

Based on PISA data in 2022, it shows that Indonesia's literacy learning outcomes ranking has increased by 5 to 6 positions compared to PISA 2018, which noted that Indonesia occupies the 74th position out of 79 countries. This increase is the highest achievement in terms of ranking (percentiles) in Indonesia's history, following PISA (Ministry of Education, Culture, Research, and Technology, 2023). Despite the improvement in rankings, Indonesia's overall PISA score is still low, especially in math and reading literacy. This fact shows that the implementation of literacy programs has not been fully effective in improving students' literacy skills in Indonesia (A. Rohim & Wardhani, 2024; Sinuraya et al., 2025). Several studies reveal that many literacy programs in schools are still instructive and formalistic, so students tend to become passive objects in the literacy process. Student involvement in literacy has a positive impact on improving their literacy skills (Rokmana et al., 2023; Satria et al., 2025).

In addition to PISA data, another relevant international study is the Progress in International Reading Literacy Study (PIRLS) which assesses the reading ability of fourth-graders in various countries. The results of the 2021 PIRLS show that Singapore obtained the highest score of 587 points, followed by Hong Kong, Russia, and the United Kingdom, with an international average of around 500 points (*About IEA* | *IEA.Nl*, n.d.). These findings confirm that countries with systematic literacy

policies since the elementary level tend to have better reading achievements. In contrast, countries with limited access to learning resources show below-average scores. Thus, PIRLS highlights the importance of habituating literacy since elementary education as a foundation for improving literacy skills at the next level.

Various previous studies have discussed the importance of literacy programs in improving the literacy skills of students at various levels of education. For example, research conducted by Amelia Ahmad et al. confirms that the implementation of literacy programs in schools can significantly increase students' interest in reading (Ahmad et al., 2024). In addition, Ino Sutrisno and Rosi Gasanti explained that the availability of learning resources has a significant effect on student achievement (Sutrisno & Gasanti, 2023). However, most of these studies tend to examine variables separately, without using the role of student involvement as a mediator in the relationship between literacy programs, availability of learning resources, and literacy ability. Research examining the influence of student involvement in literacy is still relatively small, especially in the context of primary and secondary education in Indonesia. Research conducted by Bambang Wisudojati et al explains that student participation or active involvement in learning is very important to achieve effectiveness in learning. Students are not only required to consume information passively, but must also be able to analyze information (Wisudojati et al., 2024). This shows that there are gaps in the literature that need further study.

This research presents a new contribution to the study of educational literacy by combining three important components that have tended to be studied separately, namely literacy programs, the availability of learning resources, and student involvement in the literacy learning process. The novelty of this research lies in a conceptual model that tests student involvement as a mediating variable in the relationship between literacy programs and the availability of learning resources on students' literacy abilities. The results of this study are expected to be a reference for education managers, teachers, and policymakers in designing literacy programs that not only focus on providing materials or activities, but also ensure the active involvement of students in every stage of learning.

Based on the problems that have been identified, this study aims to analyze the influence of literacy programs and the availability of learning resources on students' literacy skills, both directly and indirectly through student involvement. The literacy program is positioned as a systematic effort designed by schools to foster a reading culture, increase learning motivation, and expand students' horizons through various literacy activities, both inside and outside the classroom (Diyanisa et al., 2025). The availability of learning resources is expected to be an important

supporting factor in supporting the successful implementation of literacy programs through the provision of reading materials that are varied, contextual, and relevant to the needs of students (Joko, 2019). In addition, this study aims to determine the role of student involvement mediation in influencing the relationship between literacy programs and the availability of learning resources on students' literacy abilities. Thus, this research is expected to provide an empirical picture of how student involvement can strengthen the positive influence of literacy programs and the availability of learning resources on literacy skills.

Methods

This research is a type of quantitative research with a data collection method through questionnaires (Ardiansyah et al., 2023). The design of this study uses an explanatory and correlational approach with the *Partial Least Squares Structural Equation Modeling* (PLS-SEM) method to analyze the relationships between variables in the conceptual model (Fateqah & Nuswardhani, 2024). The selection of PLS-SEM is based on complex model characteristics, involves latent variables and reflective indicators, and aims to predict the relationship between constructs (Budiarsi, 2020). This method was chosen because it is more flexible for small sample sizes and does not require normal distribution assumptions, in contrast to *covariance-based SEM* (Sihombing, 2022). In addition, PLS-SEM is relevant to research objectives that examine direct and indirect influences between variables such as literacy programs, learning resources, student engagement, and literacy ability (Nurcholifah & Harsono, 2025). Thus, the use of PLS-SEM provides a strong analytical basis in explaining educational phenomena predictively and comprehensively.

This study involved 173 grade IX students at SMAN 1 Mejayan, Madiun, East Java, Indonesia, because this class had completed at least 2 semesters of independent curriculum, ensuring sufficient exposure to learning components that are integrated with literacy programs. The inclusion criteria require participants to be active grade IX students who have participated in literacy-related learning activities and are willing to fill out a research questionnaire voluntarily. Although limited to a single institution, this approach reflects a convenience-based sample framework that is constrained by accessibility, while retaining internal validity for the targeted population context.

Data were collected using a structured questionnaire consisting of four main variables: literacy program, availability of learning resources, student engagement, and literacy ability (Syach & Purnama, 2023; Timor & Hanum, 2023). Each construct is operationalized into several indicators adapted from previous validated studies and adjusted to the research context. The instrument was then statistically tested for the validity and reliability of the construct using PLS-SEM, with all indicators

showing a loading factor above 0.70, an AVE value greater than 0.50, and Cronbach's Alpha above 0.70, which confirmed its reliability. The questionnaire used a 4-point Likert scale ranging from "strongly agree" to "strongly disagree" and was administered online via Google Forms (Irawati & Santaria, 2020; Masri et al., 2023). Details of the construct of the variables and their indicators are presented in Table 1.

Table 1.

Construct of Research Variables

No	Variable	Indicator	Construct	Reference
1	Literacy Program (X ₁)	Frequency of Program Implementation	LP 1	(Aditya & Indana, 2022;
2		Competencies of Literacy Program Facilitators	LP 2	Asyhari, 2015;
3		Teacher Involvement in Literacy Programs	LP 3	Budhayanti et al., 2022; Fitriati et al., 2024;
4		Methods Used	LP 4	Lestari et al.,
5		Habituation of reading activities	LP 5	2021; Nabila et al., 2025;
6		Literacy-Based Learning	LP 6	Nurhasanah &
7		Influence on Lesson Scores	LP 7	Mustika, 2024;
8		Procurement of Literacy Workshop	LP 8	Septiawati & Eftanastarini, 2020)
9	Availability of Learning Resources (X ₂)	Diversity of Learning Resources	ALR 1	(Abelisa et al., 2025; Afifulloh
10		Number of Teaching Materials Available	ALR 2	& Cahyanto, 2021; Budiarto,
11		Language and Presentation of Materials	ALR 3	2023; Inkasari, 2024;
12		Availability of Study Spaces	ALR 4	Khoirunnisa &
13		Physical Condition of Books and Learning Media	ALR 5	Islami, 2021;
14		Ease of Borrowing Books at the Library	ALR 6	Mellyzar, 2021;
15		Availability of Internet Access to Find Reading Materials	ALR 7	Salahuddin, 2022)
16	Student Engagemen	Participation in Literacy Activities	SE 1	(E. D. Astuti & Ana, 2022;

17	t (Z)	Enthusiasm in Participating in the Program	SE 2	Ilham et al., 2025;
18		Students' Desire to Join the Program	SE 3	Munawwaroh et al., 2025; F. R.
19		Activeness in Using Literacy Facilities	SE 4	Nasution et al., 2022, 2022; M.
20		Student Motivation in Improving Literacy Skills	SE 5	Y. U. Putri et al., 2024; Safira et al., 2022)
21		Showing Mindfulness while Learning	SE 6	
22		Environmental Support in Reading Habits	SE 7	
23	Literacy	Student Understanding	LA 1	(Agustin &
24	Ability (Y)	Reading Community	LA 2	Indihadi, 2020;
25		Ability to Analyze Text	LA 3	P. Astuti et al.,
26		Writing Skills with a Logical Structure	LA 4	2025; Cahyanti et al., 2025;
27		Ability to Infer the Content of Reading Text	LA 5	Deviana et al., 2025; Intan &
28		Ability to Use Appropriate Vocabulary in Writing	LA 6	Azizah, 2023; Ma'rifah &
29		Ability to Give Opinions Based on Reading	LA 7	Handayani, 2023;
30		Ability to identify facts and opinions in text	LA 8	Syamsudin, 2020; Telaumbanua & Harefa, 2022)

This study uses the Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis technique because it is suitable for predictive models and involves reflective constructs and complex mediation (Nofita & Veri, 2024). Threshold values such as loading factor ($\lambda > 0.70$), AVE (> 0.50), and reliability (Cronbach's Alpha, ρ_A , $CR > 0.70$) were selected based on the general PLS-SEM guidelines that demonstrate convergent validity and adequate internal consistency (Fransisca & Ie, 2023; Putra, 2022). However, these values are guidelines, so indicators with slightly lower values are maintained if they are theoretically relevant and the reliability of the construct is still met. Mediation testing was performed through nonparametric bootstrapping to obtain an empirical confidence interval without assuming the

normality of the data. In addition, the analysis also includes *checks for multicollinearity*, discriminant validity (Fornell-Larcker and HTMT), and predictive relevance (Q^2) to ascertain the strength of the model. Nonetheless, PLS-SEM has limitations in causal inference because the data are cross-sectional, so the mediation results are interpreted carefully and further research with the CB-SEM approach or longitudinal design is recommended (Mushthofa et al., 2024; Susilo et al., 2024).

Results And Discussion

Result

Evaluation of the measurement model is an important stage to ensure that the indicators used are of good quality and in accordance with the research objectives. This stage emphasizes testing the validity of the construct by examining the relationship between each indicator and the construct, so that it can be ensured that the indicator truly represents the construct aspect accurately. Through the analysis of load factors, reliability, and discriminant validity, researchers can determine indicators that are worth maintaining in the model while identifying indicators that should be eliminated from the analysis.

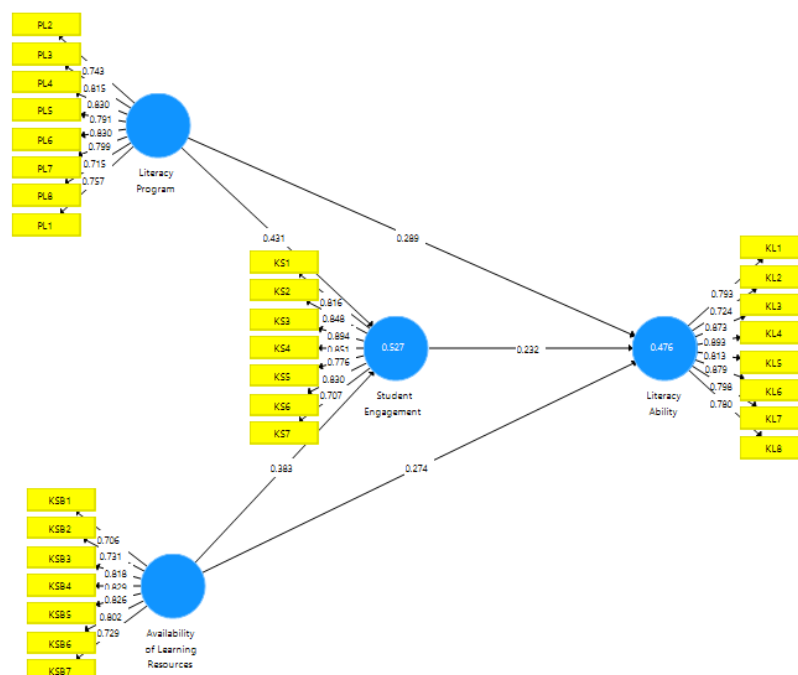


Figure 1. Evaluation of the Measurement Model

In PLS-SEM, convergent validity describes the extent to which the indicator or manifestation variable used actually represents the construct being measured. The high level of convergent validity indicates that the quality of construct measurements is getting better (Kuncahyo & Salmiyati, 2025; Rahmi, 2022). To assess the consistency between indicators used in the same construct, researchers can perform convergent

validity testing. Through convergent validity, the interpretation of the results of the PLS-SEM analysis can be ensured in accordance with the construct in question (Sholihin & Ratmono, 2021). Therefore, this aspect is very important to ensure the accuracy and reliability of research results. The results of the tests related to convergent validity, reliability, and AVE are shown in Table 2 based on the output of the PLS algorithm.

Table 2.
Outer Model: Convergent Validity and Reliability

Indikator	Construct	Convergent Validity		Internal Consistency Reliability			VIF <5.00
		FL	AVE	CA	rho_A	CR	
		($\lambda > 0.70$)	(> 0.50)	($\alpha > 0.70$)	($\varphi > 0.70$)	($\delta > 0.70$)	
Literacy Program (X ₁)	LP1	0.757	0.618	0.911	0.914	0.928	2.083
	LP2	0.743					2.220
	LP3	0.815					2.781
	LP4	0.830					2.482
	LP5	0.791					2.286
	LP6	0.830					2.684
	LP7	0.799					2.235
	LP8	0.715					1.763
Availability of Learning Resources (X ₂)	ALR1	0.706	0.607	0.891	0.893	0.915	1.964
	ALR2	0.731					2.179
	ALR3	0.818					2.369
	ALR4	0.829					2.530
	ALR5	0.826					2.938
	ALR6	0.802					2.926
	ALR7	0.729					1.923
Student Engagement (Z)	SE1	0.816	0.671	0.917	0.921	0.934	2.343
	SE2	0.848					3.012
	SE3	0.894					3.913
	SE4	0.851					2.897
	SE5	0.776					2.033
	SE6	0.830					2.523
	SE7	0.707					1.701
Literacy Ability (Y)	LA1	0.793	0.674	0.930	0.934	0.943	2.227
	LA2	0.724					1.850
	LA3	0.874					3.677
	LA4	0.893					4.217
	LA5	0.813					2.504
	LA6	0.879					3.482

LA7	0.798	2.408
LA8	0.780	2.236

Based on the results of *the outer loading* test in Table 2, all indicators in each construct had a *loading factor* value between 0.706 to 0.894 and an AVE value between 0.607 to 0.674, which indicates that all indicators meet the convergence validity criteria. The indicator with the highest *loading factor* value, SE3 (0.894), illustrates that this statement is the strongest representation of the *Student Engagement* construct, while the indicator with the lowest value, ALR1 (0.706), is still acceptable because it is still above the recommended minimum. These results indicate that each indicator is able to reflect its construct well and has a consistent contribution to the latent variables measured. In addition, reliability tests showed that the entire construct had Cronbach's Alpha, rho_A, and Composite Reliability values above 0.70 (CA 0.891 to 0.930; rho_A 0.893 to 0.934; CR 0.915 to 0.943), so that the instrument is declared reliable. Thus, the measurement model in this study can be considered to meet the requirements of good validity and reliability and is feasible to be used at the next stage of structural model testing.

Structural evaluation in PLS-SEM testing focuses on assessing the extent to which the proposed model has predictive accuracy. This assessment is carried out by looking at the model's ability to explain empirical data variations while accurately predicting endogenous variables. In general, structural evaluation is intended to enrich the understanding of the phenomenon studied within the scope of the research. Through the analysis of the relationship between variables, researchers can find the factors that influence the phenomenon and gain a deeper understanding of the dynamics that occur. (Sofyani, 2025).

Table 3.
Discriminatory Validity: Fornell Larcker

	Y	Z	X ₂	X ₁
Literacy Ability (Y)	0.821			
Student Engagement (Z)	0.597	0.819		
Availability of Learning Resources (X ₂)	0.594	0.638	0.779	
Literacy Program (X ₁)	0.604	0.658	0.593	0.786

The Fornell-Larcker test is one of the techniques in Partial Least Squares Structural Equation Modelling (PLS-SEM) that is used to assess the discriminant validity of a construct in a model. The main purpose of this test is to ensure that each construct in the model can be clearly distinguished from the others. The testing process is carried out by comparing the magnitude of the variance described by the

construct itself with the variance described by other constructs in the model. If the variance described by a construct is higher than that of another construct, then the construct is considered to have sufficient discriminant validity (L. M. Putri et al., 2024). Based on Table 3, the correlation value for the Literacy Ability $\rightarrow$ variable has a value of 0.821, which is higher than the correlation value of Literacy Ability with other variables (0.597; 0.594; 0.604). The same goes for the correlation of other variables.

Table 4.

Discriminatory Validity: HTMT

	Y	Z	X ₂	X ₁
Literacy Ability (Y)				
Student Engagement (Z)	0.644			
Availability of Learning Resources (X ₂)	0.649	0.701		
Literacy Program (X ₁)	0.652	0.713	0.658	

One of the main objectives of HTMT testing is to assess the validity of discriminants in a model. This technique is used to see to what extent constructs measured with different indicators actually represent the same or different constructs. In addition, HTMT is also useful for detecting the presence of multicollinearity between constructs in the model. Multicollinearity arises when constructs have very strong relationships, so they can cause obstacles in the estimation process and interpretation of results in SEM analysis (Umaroh et al., 2023). Based on Table 4, the results of the analysis show that all HTMT matrix values are ≤ 0.90 (0.644 to 0.713). Hence, the HTMT test to ensure the discriminant validity between the two reflective constructs is met.

The structural evaluation of PLS-SEM is aimed at assessing how accurately the proposed model is able to make predictions. This process is carried out by assessing the model's ability to explain empirical data variations and accurately predict endogenous variables. In general, structural evaluation is intended to broaden the understanding of the phenomenon being studied in the context of the research. Through the analysis of the interdependencies between variables, researchers can find the factors that influence the phenomenon and gain a deeper understanding of the dynamics that take place.

Table 5.

R^2 , f^2 , Q^2

Variabel	R^2		f^2		Construct cross-Validated (Q^2)				
					Redudancy		Communalitiy		Predictiv e
	Value	Decision	Valu	Decisio	SSE	Q^2	SSE	Q^2	Power

			e	n					
LP (X ₁)			0.255	Medium	1392.000	-	690.040	0.504	Strong
ALR (X ₂)			0.201	Medium	1218.000	-	641.830	0.473	Strong
LA (Y)	0.476	Moderate			953.955	0.315	584.562	0.580	Strong
SE (Z)	0.527	Moderate			797.163	0.346	535.551	0.560	Strong

R^2 (Coefficient of Determination) describes the extent to which the PLS-SEM model can explain the variation in the endogenous variables (constructs) studied. A higher R^2 value indicates that the proportion of construct variations that the model can explain is getting larger. Through R^2 , researchers were able to compare the effectiveness of several PLS-SEM models in explaining construct variations. Based on Table 5, the R^2 value for the Literacy Ability variable is 0.476, which means that the Literacy Program, Availability of Learning Resources, and Student Involvement explain the influence of 47.60%, while the remaining 52.40% is influenced by other external factors.

f^2 (effect size) is an indicator in PLS-SEM that is used to assess the strength of the influence of latent variables on the construct being studied. This size specifically indicates the predictive ability of latent variables against specific constructs in the model. The calculation is done by dividing the square of the latent variable regression charge in the construct by the number of error variance (residual) of the construct. The value f^2 gives an idea of the large contribution of latent variables in explaining variations in the observed constructs. In addition, f^2 helps assess the significance of the influence of latent variables while facilitating comparisons between latent variables in determining which ones most strongly influence a particular construct. Thus, the results of the output effect measure show that the most dominant variable affecting Literacy Ability is the Literacy Program ($f^2 = 0.255$) in the medium category and the variable Learning Resource Availability ($f^2 = 0.201$) in the medium category.

The next test using the predictive relevance (Q^2) value was carried out to assess the extent to which the model has predictive capabilities that are in accordance with real conditions. Based on Table 5, the entire value of Q^2 is above the threshold (greater than zero). The results of the calculation showed that the Q^2 values ranged from 0.315 to 0.346 in the Cross-validated Redundancy Construct and 0.473 to 0.580 in the Cross-validated Community Construct. Thus, the model in measuring literacy ability was able to explain the research phenomenon of 31.50% to 58.00%. The two test results confirm that the Literacy Ability model has high predictive power.

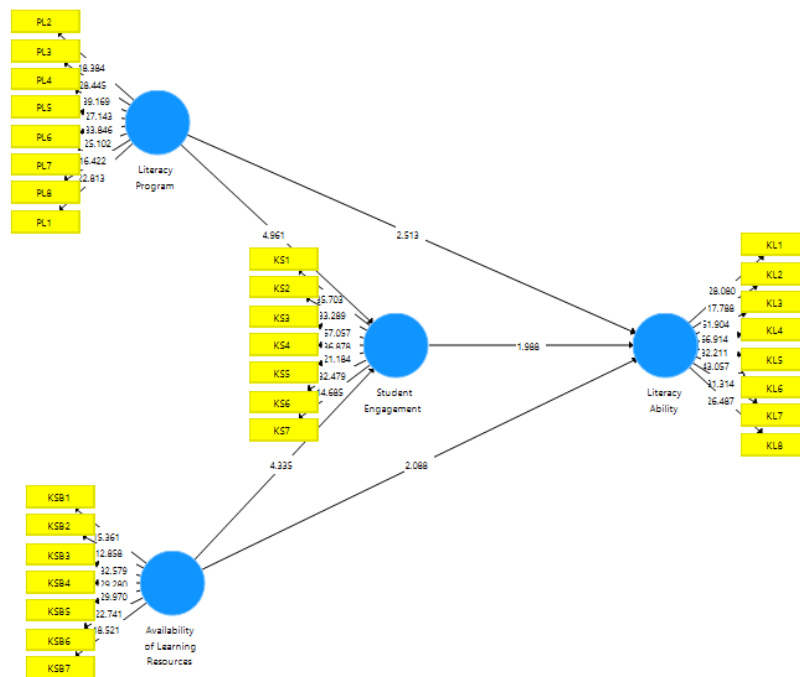


Figure 2. Evaluate Pathway analysis

A hypothesis can be declared significant and accepted if the T-statistical value is greater than 1.960. Meanwhile, the direction of the influence of a positive or negative hypothesis is determined through the value of the β -values β -coefficient. Based on Table 6, the hypothesis of H-DIR1 (Literacy Program (X1)→Literacy Ability (Y)) obtained β -values = 0.289, T-statistics = 2.554 (>1.960), and p -values = 0.011 (<0.050). These results prove that the Literacy Program (X1) has a positive and significant effect on Literacy Ability (Y). In other words, an increase in the Literacy Program variable (X1) will be followed by a significant increase in the Literacy Ability variable (Y). The same is true for the H-DIR2 to H-DIR5 hypothesis.

Table 6.

Path Coefficient Results: Direct Effect

Hipotesis	Path Analysis	β -Values (+/-)	SAMPLE MEAM	SDV	T-Statistics (>1,96)	p -values (<0,05)	DECISION
H-DIR ₁	LP→LA	0.289	0.296	0.113	2.554	0.011	Accepted
H-DIR ₂	ALR→LA	0.274	0.274	0.127	2.156	0.032	Accepted
H-DIR ₃	SE→LA	0.232	0.226	0.113	2.058	0.040	Accepted
H-DIR ₄	LP→SE	0.431	0.435	0.091	4.756	0.000	Accepted
H-DIR ₅	ALR→SE	0.383	0.380	0.089	4.290	0.000	Accepted

Based on Table 7, on the H-IND1 hypothesis, the test results show that the Student Involvement variable (Z) does not play a significant role in mediating the relationship between the Literacy Program (X1) and Literacy Ability (Y). This can be seen from the values of β = 0.089, T-statistics = 1.685 (<1.960), and p = 0.093 (>0.05),

which indicates no positive or significant influence. Thus, H-IND1 concluded that Student Involvement had no effect in mediating the influence of the Literacy Program on Literacy Ability. Furthermore, in H-IND2 the test results also showed similar conditions. The value of $\beta = 0.100$, T-statistics = 1.949 (<1.960), and $p > 0.05$ confirm that Student Involvement does not play a positive or significant role in mediating the relationship between the Availability of Learning Resources (X2) and Literacy Ability (Y). Therefore, H-IND2 states that there is no significant mediation effect.

Tabel 7. Path Coefficient Results: Indirect Effect

Hypothesis	Path Analysis	β Values (+/-)	SDV	T Statistics ($>1,96$)	p - value s	Decision	Mediating Role
H-IND ₁	LP→SE→LA	0.089	0.053	1.685	0.093	Rejected	Partial Mediation
H-IND ₂	ALR→SE→LA	0.100	0.051	1.949	0.052	Rejected	Partial Mediation

The results in Table 7 show that although the direct influence between *Literacy Program* and *Availability of Learning Resources* on *Literacy Ability* is significant (Table 6), the indirect effect through *Student Engagement* is not significant ($p > 0.05$). This condition indicates that *Student Engagement* does not play an effective mediator role in the relationship, so the previous finding that "partial mediation" was revised to have no statistically significant mediation effect. The difference in results between direct and indirect influences indicates that the improvement of students' literacy skills is more influenced by the implementation of literacy programs and the availability of learning resources directly, rather than through the involvement of students as intermediaries. The implications of these findings suggest that in the secondary school context, the effectiveness of literacy programs and learning resources may depend more on the quality of implementation and facility support than on the level of student affective participation. Thus, efforts to improve literacy should be focused on strengthening program design and providing contextual learning resources, while the role of student involvement needs to be further developed through more interactive and reflective learning strategies.

Discussion

The results of the study show that literacy programs have a significant effect on student involvement, in line with the theory of social constructivism which emphasizes the importance of text-based interaction and reflection in building learning engagement. Consistency in the implementation of literacy activities, teacher

support, and integration of reading activities in learning create a participatory learning environment. These findings reinforce research (Nurbaeti et al., 2024) that proves that the School Literacy Movement can increase student motivation and participation. In the context of SMAN 1 Mejayan, the reading culture that has been embedded strengthens the success of literacy programs in fostering active student involvement. Thus, literacy programs are not just additional activities, but strategic instruments that foster intrinsic involvement in learning.

The second finding shows that the availability of learning resources has a positive effect on student engagement through increased accessibility and diversity of teaching materials that encourage independent learning. Based on *the theory of resource-based learning*, sufficient and varied learning resources provide opportunities for students to interact with various relevant texts and teaching materials so as to foster intrinsic motivation (Stern, 2003). These results are in line with (Sitirahayu & Purnomo, 2021) which affirms that adequate learning facilities improve achievement through learning comfort and effectiveness. At SMAN 1 Mejayan, the availability of reading books, teaching materials, and library facilities that are maintained are the main factors driving student involvement. Therefore, student involvement is more influenced by the diversity of sources and ease of access than by technological aspects.

Literacy programs have also been proven to have a direct effect on students' literacy skills, because structured reading and writing activities can improve comprehension and analytical skills. Based on cognitive theory, repeated exposure to literacy is able to strengthen students' knowledge construction and metacognitive awareness. These results are in line with research (D. C. Rohim & Rahmawati, 2020) which found that literacy programs contribute significantly to increasing students' reading interest and comprehension. At SMAN 1 Mejayan, teachers integrate literacy activities into routine learning, so that literacy does not stand alone, but becomes part of a meaningful learning process. Thus, the improvement of literacy skills is a direct result of pedagogical integration, not just the result of additional reading activities.

Furthermore, the availability of learning resources has been proven to have a direct effect on literacy skills by providing access to various reading materials and relevant knowledge sources. Based on the perspective of constructivism, the diversity of sources allows students to construct meaning contextually according to the material studied. The results of this study are consistent with (Herdiana et al., 2021) which states that diverse learning resources can improve literacy skills through a continuous reading experience. At SMAN 1 Mejayan, an adequate collection of readings and the ease of borrowing library materials help students expand their horizons and improve their text analysis skills. Therefore, the availability of varied

learning resources is the main foundation in strengthening students' literacy competencies.

Student engagement also has a significant effect on literacy skills, confirming that cognitive and emotional participation are the main predictors of deep understanding. Based on the theory of *self-determination* (Ramadhani et al., 2023), autonomy and support of the learning environment can increase students' intrinsic motivation for literacy activities. These results support the findings (Christanty & Cendana, 2021) that emphasize that students' active participation contributes to improved learning retention and writing ability. At SMAN 1 Mejayan, a school culture that emphasizes the habit of reading together and collaborative learning strengthens student engagement both inside and outside the classroom. Therefore, student involvement is an important bridge between motivation, participation, and improving literacy skills.

The results of the study also showed that student involvement did not play a significant role as a mediator between literacy programs and literacy skills. This condition indicates that the influence of literacy programs on literacy skills is stronger through direct channels without student involvement. Theoretically, this can be explained through the perspective of *direct effect theory*, where the effectiveness of the program is determined more by the quality of implementation, frequency of activities, and teacher support than by the mediating factors of student behavior. This finding is different from (Mahbubah & Darmawan, 2024) which found that student involvement as a significant mediator at the junior high school level, because the level of learning independence in high school tends to be higher. Thus, in the context of SMAN 1 Mejayan, students already have an established literacy awareness so that literacy programs have a direct impact on improving literacy skills without having to be mediated by formal involvement.

In addition, student involvement has also not been proven to mediate the relationship between the availability of learning resources and literacy ability. These results show that the quality and availability of learning resources are directly able to improve literacy skills without depending on involvement factors. Conceptually, this is in line with the view of *autonomous learning theory* (Khaidir et al., 2020) which emphasizes that students who have high learning independence can optimize available learning resources independently. The difference in results with the study (Latief et al., 2025) that found involvement as a strong mediator was due to differences in school contexts and student characteristics. In the context of SMAN 1 Mejayan, students are more active in utilizing reading materials and learning resources available at school, so that the direct influence of learning resources on literacy skills is more dominant than through mediation.

Conclusion

This study found that literacy programs, the availability of learning resources, and student involvement had a positive effect on literacy skills. A well-planned literacy program is able to increase students' motivation and reading skills. The availability of learning resources, both print and digital, can provide great support for improving literacy. Although student involvement is not strong as a mediator, this variable still makes an important contribution to the learning process. The results of this study imply that schools and teachers need to design literacy programs that are more flexible and provide diverse learning resources. Teachers should incorporate literacy activities in daily learning, not just as an additional activity. However, this study was limited to one school and used a questionnaire that is prone to subjectivity. For this reason, further research is suggested to involve more schools and add external factors such as family support and community literacy culture. Based on this research, it is recommended that schools integrate literacy programs in learning, provide varied learning resources, and encourage active student involvement through engaging strategies. Teachers need to be supported with training, while collaboration with parents and the use of digital technology must also be optimized. For further research, it is best to involve more schools and add external factors such as family support, social environment, and community literacy culture.

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