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Literacy as a Social Practice in Grade VIII Social Studies Learning at SMP Negeri 5 Padang

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Abstract:
Literacy in Social Studies (IPS) learning is commonly treated as an individual reading skill, while little is known about how it is enacted as a social practice in junior secondary classrooms. This study aims to describe literacy as a social practice in Grade VIII Social Studies learning at SMP Negeri 5 Padang, the supporting and inhibiting factors, and students' responses to literacy activities. A descriptive qualitative design was used. Data were collected through in-depth interviews with teachers and students, classroom observation, and documentation, and were analysed with the Miles, Huberman, and Saldaña interactive model through the lens of Brian Street's view of literacy as a social practice. The results show that literacy practices took place through reading, discussion, question-and-answer sessions, completing student worksheets (LKPD), and the use of printed and digital learning resources. These practices form a hybrid configuration: the ideological model appears in the teacher's meaning of literacy, problem-based tasks, and dialogic interaction, whereas the autonomous model persists in answer-seeking reading, content-oriented assessment, and routine school reading. Supporting factors include the School Literacy Movement (GLS) programme, available facilities, problem-based learning, and support from teachers, peers, and families, while the obstacles include limited time, unstable internet access, a shortage of textbooks, and differences in students' reading interest. Students' responses varied, ranging from reflective reading and comparing information to searching directly for answers as required by the task. The novelty of this study lies in applying Street's autonomous–ideological distinction to classroom-level Social Studies learning rather than to school-wide programme implementation, showing that both models coexist and are shaped by assessment, time, and interaction. Practically, the findings suggest that schools should complement GLS routines with literacy-specific assessment, protected time for text production, and tasks that require students to compare and interpret sources.

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Introduction (مقدمة)

Literacy in Social Studies (*Ilmu Pengetahuan Sosial*/IPS) learning needs to be understood not merely as a technical reading skill but also as a social practice formed through interaction among teachers, students, texts, and the learning context (Aswita et al., 2022). Nationally, the results of the *Programme for International Student Assessment* (PISA) 2022 show that Indonesian students obtained a reading score of 359, compared with the OECD average of 476 (Saidah et al., 2026). These data provide a general context for challenges in reading comprehension, but they cannot be used as a direct measure of the literacy of students at SMP Negeri 5 Padang or as specific evidence about literacy in Social Studies learning. In Social Studies, the ability to read, interpret, evaluate, and relate information to social phenomena remains essential because students deal with diverse sources, such as historical texts, population data, economic reports, maps, and current social issues (Nasution, 2024).

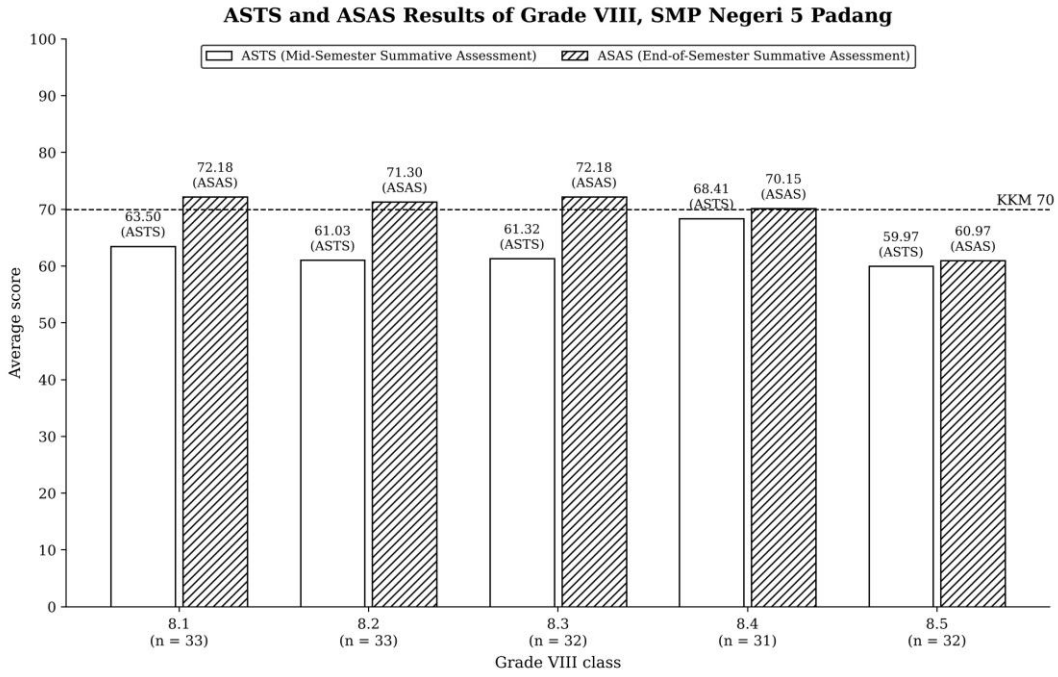
Access to diverse information sources, however, does not automatically produce deep literacy practices. Several studies note a tendency among students to skim texts and move quickly between sources (Sulianta, 2020), whereas Social Studies requires more than literal reading: analysing cause-and-effect relationships in historical events, interpreting population and economic data, and connecting social phenomena with everyday life (Nashrullah, 2022). Previous studies also indicate that teachers often integrate literacy only through textbook reading and question-and-answer activities, without designing tasks that require students to interpret, discuss, and relate information to their social surroundings (Munira, 2025). Therefore, this study does not assume that easy access to information causes low literacy; instead, it examines how learning resources are used and given meaning in classroom practice (Barhas, 2024).

At the institutional level, the School Literacy Movement (*Gerakan Literasi Sekolah*/GLS), initiated by the government in 2016, has encouraged schools to integrate literacy activities into learning. However, studies show that the implementation of GLS in Social Studies learning is still at the development stage and has not been optimal (Mannan et al., 2023). Literacy programmes tend to operate at a procedural and administrative level, fulfilling formal institutional obligations without transforming the pedagogical practice of literacy in the classroom (Pramudia, 2025). This condition creates a gap between literacy policy at the institutional level and the literacy practices that actually take place in classrooms. As a result, literacy in Social Studies learning risks being reduced to autonomous literacy, a stand-alone technical reading skill, rather than ideological literacy that is contextual, critical, and meaningful through interaction among teachers, students, and the learning environment (Ahmadi & Ibda, 2018).

Research on school literacy in Indonesia has largely focused on the implementation of the GLS programme at the institutional level (Mannan et al., 2023; Pramudia, 2025), on strategies to strengthen students' reading literacy (Barhas, 2024; Dewi, 2024), on variables associated with students' reading literacy (Amelia et al., 2024), and on literacy-based Social Studies learning at the learning stage of the GLS (Anwar & Nisa, 2020). Studies on digital literacy in Social Studies have likewise emphasised innovative media and teachers' professional forums (Putri & Ginanjar, 2025). These studies mostly treat literacy as a programme to be implemented or a skill to be improved; consequently, they say little about how literacy is actually enacted, negotiated, and given meaning by teachers and students in everyday Social Studies lessons. The New Literacy Studies tradition, in contrast, views literacy as situated practices embedded in social relations and institutions (Barton & Hamilton, 2000; Street, 2003), yet this lens has been applied far less often to classroom-level Social Studies learning in Indonesian junior secondary schools. This study

addresses that gap by using Street's (1984, 1995) distinction between the autonomous and ideological models to analyse not only which literacy activities take place, but also how teachers' meanings, task design, school culture, learning resources, and students' responses jointly configure literacy in a Social Studies classroom.

The mid-semester (*Asesmen Sumatif Tengah Semester*/ASTS) and end-of-semester (*Asesmen Sumatif Akhir Semester*/ASAS) summative assessment scores of Grade VIII at SMP Negeri 5 Padang were used as preliminary information to understand the learning context. In the five Grade VIII classes analysed (n = 161), based on the 2025 score recapitulation, the average ASTS scores ranged from 59.97 to 68.41, while the average ASAS scores ranged from 60.97 to 72.18 (Figure 1); all ASTS averages and the ASAS average of one class were below the minimum mastery criterion (KKM) of 70. These differences between classes cannot be directly interpreted as evidence that literacy practices caused the learning outcomes, because scores are also influenced by the scope of the material, the form of the test items, the learning process, and the students' conditions. The score data are therefore positioned as an initial clue for exploration, not as causal evidence of a literacy problem.



Source: Recapitulation of ASTS and ASAS scores of Grade VIII, SMP Negeri 5 Padang (2025). KKM = minimum mastery criterion.

Figure 1. Average ASTS and ASAS Scores of Grade VIII Students at SMP Negeri 5 Padang

The problem addressed in this study is the gap between the expected goals of literacy, namely reading, interpreting, discussing, and using information meaningfully, and the forms of interaction and tasks that take place in Social Studies learning. This gap needs to be examined through observation of classroom activities, analysis of learning documents, and interviews with teachers and students. The variation in ASTS and ASAS scores serves only as an initial context and is not treated as direct evidence of the failure of the GLS or of low literacy ability.

Literacy practices in Social Studies learning cannot be generalised across schools. Other schools in Padang, such as SMP Negeri 8 Padang, have also implemented the GLS and reading habituation activities as part of school culture; however, school culture, teachers' strategies for integrating literacy into learning, and students' responses to literacy activities may differ from one school to another. SMP Negeri 5 Padang was selected as the research setting for three reasons. First, the school has implemented the GLS, including a 15-minute reading routine, and has basic literacy facilities (a library, Wi-Fi, and projectors), so the relevant question is not whether a

literacy programme exists but how it is enacted in the classroom. Second, Grade VIII Social Studies learning applies Problem Based Learning, which in principle opens space for ideological literacy practices, making the coexistence of autonomous and ideological models observable. Third, the variation in ASTS and ASAS averages across Grade VIII classes signals differences in learning outcomes that warrant a qualitative exploration of classroom practices.

The urgency of this study lies in the gap between expanding literacy policy and the limited understanding of what actually happens in Social Studies classrooms; without such understanding, literacy programmes risk being judged by the number of activities held rather than by the quality of students' engagement with texts. Accordingly, this study aims to: (1) describe the forms of literacy practice in Grade VIII Social Studies learning at SMP Negeri 5 Padang; (2) identify the factors that support and inhibit these practices; and (3) describe students' responses to literacy activities. Theoretically, the study contributes an application of Street's autonomous–ideological framework to classroom-level Social Studies learning; practically, it offers a basis for schools and Social Studies teachers to design literacy integration that goes beyond routine reading.

Method (منهج)

This study employed a qualitative method with a descriptive approach to examine literacy as a social practice in Grade VIII Social Studies learning at SMP Negeri 5 Padang. This approach was used to understand the forms of literacy practice, the supporting and inhibiting factors, and students' responses to literacy activities as they occur naturally in the classroom (Creswell & Poth, 2018).

The study was conducted at SMP Negeri 5 Padang, West Sumatra, from February to May 2025, during the even semester of the 2025/2026 academic year. Grade VIII consisted of five classes with a total of 288 students, were taught by the participating Social Studies teacher. Classroom observation was carried out in three of these classes (8.1, 8.4, and 8.5), selected because they represented different levels of ASTS/ASAS averages (Figure 1).

Informants were selected purposively on the basis of their involvement and experience in literacy practices, using the following criteria: (a) Social Studies teachers who taught Grade VIII and were directly involved in planning and implementing literacy activities; (b) Grade VIII students who regularly participated in Social Studies lessons and GLS activities; and (c) school personnel responsible for the literacy programme and library services. The key informants comprised one Social Studies teacher, one librarian who also served as the GLS coordinator, and four Grade VIII students. Snowball sampling was then applied to the student informants: initial students recommended by the teacher, representing different levels of reading interest and achievement, were asked to suggest classmates with different experiences of literacy activities (for example, students who preferred visual materials or who frequently used online sources). Informants were added until the interviews no longer yielded new information, resulting in ten informants in total (one teacher, one librarian, and eight students). In the Results section, informants are coded as T (teacher), L (librarian/GLS coordinator), and S1–S8 (students).

Data were collected through in-depth interviews, classroom observation, and documentation. Semi-structured interviews, lasting approximately 30–45 minutes each, explored teachers' and students' experiences and meanings of literacy activities; with the informants' consent, they were audio-recorded and transcribed verbatim. Classroom observation was conducted in six Social Studies sessions (2 × 40 minutes each) using an observation guide that recorded: (a) the types of texts and learning resources used; (b) the sequence of literacy activities (reading, discussion, question and answer, worksheet completion, and text production); (c) teacher–student and student–student interaction; and (d) students' engagement. The researcher

acted as a non-participant observer and wrote field notes during and immediately after each session. The 15-minute GLS reading routine was also observed four times. Documentation included teaching modules, student worksheets (LKPD), library visit and borrowing records, the inventory of Social Studies textbooks, and ASTS/ASAS score recapitulations. The three techniques were used complementarily to obtain a picture of literacy practices in the learning context.

Data analysis followed the interactive model of Miles, Huberman, and Saldaña (2014), consisting of data condensation, data display, and conclusion drawing and verification, with data collection and analysis taking place iteratively throughout the study. In the condensation stage, transcripts, field notes, and documents were read repeatedly and coded according to the three research foci. The codes were then grouped into categories (forms of literacy activity, learning resources, interaction, facilities, constraints, and students' reading strategies) and interpreted using Street's (1984, 1995) autonomous and ideological models. In the display stage, the categories were organised in matrices and narrative descriptions to identify patterns across informants and data sources. Conclusions were drawn and then verified by returning to the raw data.

The credibility of the findings was ensured through source triangulation, by comparing information from teachers, students, and school personnel, and technique triangulation, by cross-checking interview data with observation results and documents (Denzin & Lincoln, 2018). Interview summaries were also confirmed with key informants (member checking), and an audit trail of field notes and coding decisions was maintained. Findings supported by only one data source are reported as tentative, so that the interpretation remains consistent with the evidence obtained in the field.

Results (نتائج)

The results are presented according to the three research objectives: (1) the forms of literacy practice in Social Studies learning, (2) the supporting and inhibiting factors, and (3) students' responses to literacy activities. Each finding is supported by interview excerpts, observation notes, and documents.

1. Forms of Literacy Practice in Social Studies Learning

Literacy practices in Grade VIII Social Studies learning at SMP Negeri 5 Padang took place through reading, group discussion, question-and-answer sessions, completing LKPD, and the use of various learning resources. The teacher understood literacy not only as reading activity but also as an effort to connect information with social problems in the students' environment, as expressed in the following interview excerpt:

> T: "For me, literacy in Social Studies is not just reading the textbook. I want students to read and then look at what is happening around them, for example the waste problem or traffic jams near the school, and connect it with the material." (Interview, 12 March 2026)

Learning used the *Problem Based Learning* model, which gave students space to understand problems, exchange opinions, and search for information. The learning resources used included textbooks, LKPD, presentation materials, online articles, videos, and social cases prepared by the teacher. Classroom observation on 18 March 2026, in a lesson on population mobility and urbanisation, showed the following sequence: the teacher presented a case of urbanisation in Padang, students read the textbook and two online articles in groups, discussed the guiding questions in the LKPD, and reported their answers orally; the planned infographic task was postponed to the next meeting.

Although literacy activities had been integrated into learning, their implementation was not yet fully consistent. Reading, discussion, and LKPD completion occurred more often than producing and publishing work, such as infographics, which had been planned in the teaching module. Limited time was one of the obstacles, as the teacher explained:

> T: "The infographic is already in the module, but two lesson hours are not enough. Reading, discussion, and the LKPD already take most of the time, so the infographic is often given as homework or skipped." (Interview, 12 March 2026)

In addition, the teaching module did not include a specific instrument for assessing literacy skills, so evaluation remained oriented towards mastery of Social Studies content (documentation of the teaching module, even semester 2025/2026).

2. Supporting and Inhibiting Factors of Literacy Practices

Literacy practices were supported by the GLS programme, the 15-minute reading activity, the library, Wi-Fi, and projectors. The use of Problem Based Learning also provided space for students to engage in discussion and problem solving. In addition, students' motivation, help from teachers and peers, and family support in learning activities were supporting factors, as illustrated by the following student statement:

> S3: "If I don't understand the reading, I ask my deskmate first. At home, my older sister sometimes explains it to me in simpler words." (Interview, 20 March 2026)

The obstacles identified included a Wi-Fi connection that was sometimes slow, limited time to complete text production activities, and differences in students' interests and ways of interacting with texts. The teacher estimated that some students preferred visual materials to long texts. Some students also had difficulty understanding texts or remembering the material. In terms of learning resources, the school had 270 Social Studies textbooks for 288 Grade VIII students, leaving a shortage of 18 copies. Furthermore, the monitoring of the literacy programme still focused more on whether activities were carried out and on subject achievement than on specific measurement of literacy skills (interview with L, 25 March 2026; GLS monitoring report, 2025/2026).

3. Students' Responses to Literacy Practices

Interviews showed that students responded to literacy activities in diverse ways. Some read selectively by looking for parts of the text that matched the task questions, while others searched for information through Google. Some students compared several sources, but this habit was not practised consistently, especially when time to complete tasks was limited. The following excerpts illustrate these contrasting patterns:

> S2: "Usually I read the questions first, then I look for the part of the book that has the answer. If it isn't there, I just Google it." (Interview, 20 March 2026)

> S6: "I read the book first, then I check on the internet. Sometimes the explanations are different, so I compare them before writing my answer." (Interview, 21 March 2026)

Responses to the 15-minute reading activity also varied. The activity was seen as helping to build reading habits, but students' engagement was also influenced by their interest in the reading materials. When they encountered difficulties, students used strategies such as rereading, asking the teacher or peers, and searching for explanations on the internet. Discussion after reading helped some students understand the material through explanations in simpler language. Observation of the GLS routine on 24 March 2026 showed that most students read during the 15 minutes, mainly fiction and magazines from the class reading corner, while a few

students in the back rows were not engaged; the activity ended without a follow-up discussion or reflection.

Discussion (مناقشة)

1. A Hybrid Configuration of Autonomous and Ideological Literacy

These findings can be understood through Street's (1984, 1995) perspective, which views literacy as a social practice shaped by context and interaction. Street distinguishes the autonomous model, which treats literacy as a neutral technical skill that operates independently of context, from the ideological model, which regards literacy as embedded in social relations, meanings, and institutional power. The literacy practices at SMP Negeri 5 Padang show a blend of both models (Table 1). The ideological aspect is visible when students are invited to discuss social problems and connect the material with everyday life. Meanwhile, the autonomous aspect persists in activities oriented towards reading to find answers and mastering content.

Table 1. Indications of the Autonomous and Ideological Models in the Observed Literacy Practices

Dimension	Indications of the autonomous model	Indications of the ideological model
Teacher's meaning of literacy	–	Literacy understood as connecting information with social problems in students' environment
Task design	LKPD questions oriented towards locating answers in texts	Problem Based Learning with social cases; planned infographic production
Interaction	Question-and-answer sessions to check content mastery	Group discussion and exchange of opinions on social problems
Assessment	Evaluation oriented towards mastery of Social Studies content; no literacy-specific instrument	–
School reading routine (GLS)	15-minute reading monitored by implementation rather than quality	Routine helps build reading habits when materials match students' interests
Students' use of sources	Selective reading and direct searching for answers when time is limited	Reading first, comparing sources, and relating material to life experience

Read critically, the autonomous elements are not merely a residue of traditional teaching; they are produced institutionally. Because assessment rewards content mastery and the time available for text production is limited, reading to locate answers becomes a rational choice for both teachers and students. Following Street's (2000) distinction between literacy events and literacy practices, reading, discussion, and LKPD completion are observable literacy events, whereas their meaning depends on the underlying practice, that is, on what the activity is valued for. The same discussion can function ideologically when students negotiate interpretations of a social problem, or autonomously when it merely checks answers. This is why the existence of literacy activities alone cannot indicate the quality of literacy practice.

These findings are consistent with Munira (2025), who reported that literacy integration in Social Studies is often limited to textbook reading and question-and-answer activities, but they also differ from it: at SMP Negeri 5 Padang, Problem Based Learning brought social problems and dialogic interaction into the classroom, so ideological elements were present in task design. The weakest stage was text production, the stage at which students would act as producers of meaning rather than consumers of information. Compared with Anwar and Nisa (2020), who examined literacy-based Social Studies learning at the learning stage of the GLS, this study adds

that integrating literacy into lessons does not guarantee ideological practice unless assessment and time allocation are aligned with literacy goals. In line with Barton and Hamilton (2000), the teacher's meaning of literacy shaped the practices that emerged; however, these meanings were constrained by school structures, which supports Street's (2005) argument that classroom literacies are mediated by the wider educational context.

2. How Facilities, Teacher Strategies, and Social Interaction Shape Literacy Practices

The findings show that supporting and inhibiting factors operate at several levels, ranging from school policy, learning strategies, and the availability of learning resources to students' experiences. From the perspective of literacy as a social practice, facilities are an important prerequisite, but their use depends on how activities are designed and carried out. The library, Wi-Fi, and projectors widened access, but access did not automatically lead to critical reading: the slow connection limited digital exploration, and the shortage of 18 textbooks meant that some students shared books or relied on online sources, which, without guidance, tended to encourage quick answer-searching. This qualifies the emphasis of Putri and Ginanjar (2025) on innovative media for digital literacy in Social Studies: media and connectivity become meaningful only when tasks require students to compare and evaluate sources. Likewise, the finding that the GLS was monitored mainly by whether activities were carried out confirms the procedural tendency reported by Mannan et al. (2023) and Pramudia (2025).

Teacher strategies functioned as the key mediating factor. Problem Based Learning opened dialogic space, but its ideological potential was reduced when time pressure shortened the production stage and when evaluation focused on content. Social interaction with peers, teachers, and families played a dual role: it helped students understand difficult texts through simpler explanations, but it could also substitute for students' own engagement with the text when help was limited to providing answers. These findings support Amelia et al. (2024), who show that students' reading literacy is associated with multiple variables, and Dewi (2024), who emphasises the need for strategic school-level planning of reading literacy; this study adds that such variables interact within classroom practice rather than working separately.

3. Students as Literacy Actors

From Street's (2003) perspective, students' responses show that literacy is shaped by the social situation in which reading takes place. Task orientation can encourage students to search for answers quickly, whereas discussion and help from others can broaden their understanding of texts. Thus, students are not merely recipients of information but actors who choose strategies and make sense of literacy activities according to their needs and learning conditions. This finding nuances the view that students' skimming is mainly a habit of the digital era (Sulianta, 2020): in this study, selective reading and direct searching on Google appeared most often when tasks asked for specific answers and time was limited, whereas comparing sources appeared when students had time and when tasks required explanation. Selective reading is therefore partly a rational response to task design, which implies that changing the task can change the reading practice. However, because these findings derive from interviews with a limited number of informants, the patterns cannot be directly generalised to all Grade VIII students.

4. Implications for Integrating Literacy into Social Studies Learning

The obstacles identified have several implications. First, teaching modules need literacy-specific assessment, for example rubrics that assess students' ability to compare sources, interpret social data, and communicate arguments, so that evaluation does not rely solely on content mastery. Second, text production activities such as infographics should be given protected time, for instance by distributing them across several meetings or integrating them into a project, because this is the stage at which students act as producers of meaning. Third, LKPD questions

should require students to justify answers with evidence from more than one source rather than simply locating information. Fourth, GLS monitoring should include indicators of the quality of engagement, not only the frequency of activities. Fifth, the school can reduce resource constraints by making up the textbook shortage and providing curated offline digital materials when the connection is unstable. Finally, peer discussion and family support can be channelled into structured activities, such as reading partners and discussion roles, so that social interaction strengthens rather than replaces students' engagement with texts.

Conclusion (خاتمة)

The results show that literacy practices in Social Studies learning at SMP Negeri 5 Padang are hybrid and cannot be placed entirely at either pole of Street's literacy models. The teacher interpreted literacy ideologically as reflection on the social context and designed problem-based learning that encouraged dialogic interaction and contextual literacy products. This ideological tendency was consistent in the dimensions of the teacher's meanings, task design, and interaction patterns, but it was not matched in the dimensions of assessment, the school's routine reading culture, and the proportion of students' productive activities, which still operated within the logic of the autonomous model. Literacy practice in the classroom studied is thus a relational configuration of the teacher's meanings, learning design, school literacy culture, the use of learning resources, and the students' position, rather than the result of a single factor.

Supporting factors work by opening access, providing routines, and creating spaces for literacy interaction. The library, Wi-Fi, and projectors facilitated access to sources; the GLS programme sustained reading habituation; Problem Based Learning encouraged discussion and engagement; and students' motivation and family support strengthened engagement in certain situations. Conversely, the slow network limited digital access, the shortage and uneven distribution of books limited equal access to resources, limited time reduced opportunities for text production, and assessment oriented towards content mastery could encourage pragmatic reading. Supporting factors therefore do not automatically produce meaningful practices, because their influence is mediated by the ways resources, time, assessment, and learning strategies are used in the classroom.

Regarding the third research objective, students' responses showed diverse patterns. Some students read first, used the internet as an additional source, compared information, and related the material to their environment and life experiences. Others tended to read selectively, looked for parts directly related to the questions, or used the internet pragmatically when in a hurry. Students also indicated that rereading, asking peers or the teacher, and discussing helped them understand texts. In GLS activities, the routine helped to build reading habits, but the depth of engagement was still influenced by interest in the reading materials. Students are thus not uniform recipients but actors who give meaning to and choose strategies within the literacy practices they experience.

Practically, this study suggests that schools and Social Studies teachers should complement GLS routines with literacy-specific assessment, protected time for text production, and tasks that require students to compare and interpret sources. This study is limited to one school, one subject, and a limited number of informants, so its findings are not intended for statistical generalisation. Future research could compare several schools with different literacy cultures, involve longer classroom observation, or examine how literacy-oriented assessment changes students' reading practices in Social Studies.

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