The Genre-Based Pedagogical Approach in the Learning of Bahasa Indonesia at Elementary Schools: Enhancing Reading Literacy Skills

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Abstract. Students' literacy skills in Indonesia remain relatively low. The Indonesian language subject plays a vital role in developing reading literacy by covering essential language skills—reading, writing, speaking, and listening. Language proficiency forms the foundation of literacy, not only enabling text comprehension but also supporting social practices for lifelong learning. With strong literacy, individuals can critically assess and appropriately use information. In the Merdeka Curriculum, Indonesian language instruction emphasizes the genre-based pedagogy approach, which focuses on understanding and producing various text types aligned with specific communicative purposes. This method helps students grasp the structure and function of language in diverse contexts, promoting contextual and meaningful literacy development. This article examines the implementation and effectiveness of the genre-based pedagogy approach in enhancing students' literacy skills. A quantitative method was used, with data gathered through field observations and literacy-related assessments, including pre-tests and post-tests. The findings reveal a notable improvement: in a group of 27 students, those categorized as "Advanced" increased from 4 to 11, while those needing "Need special intervention" dropped from 8 to 2. Although the change may not be significant, it demonstrates positive progress. Several challenges, however, must be addressed to optimize implementation. These include limited reading resources, low student engagement, restricted instructional time, weak reading habits, and assessment difficulties. Integrating other teaching methods alongside genre-based pedagogy may offer a practical solution to overcome these barriers and improve literacy outcomes.
Keywords: Pedagogy Genre; Literacy Skills; learning of Bahasa Indonesia

INTRODUCTUION

In response to the era of globalization and rapid technological development, reading literacy has become essential for students to understand, process, and communicate information effectively. According to PISA 2022 Results Factsheets Indonesia PUBE (2023) Indonesian students' literacy skills reached only 25%. The PISA score ranges from 0 to 1000, with the OECD average falling between 470 and 490. Indonesia's score was 359. This indicates that the average reading ability of Indonesian students is still far below the OECD average. In other words, 75% of Indonesian students are unable to read and understand basic information in written texts.

At the elementary school level (Sekolah Dasar or Madrasah Ibtidaiyah), the Indonesian language subject plays a strategic role in laying the foundation for students' literacy, encompassing core language skills: reading, writing, speaking, and listening.

According to the Merdeka Curriculum, the Indonesian language subject is a discipline that develops students' ability to communicate critically, creatively, and effectively—both orally and in writing—across various life contexts. Language, literature, and thinking skills form the foundation of literacy. Literacy is a fundamental skill and social practice used across all academic fields, aspects of life, and social goals, supporting lifelong learning. Therefore, learning Bahasa Indonesia strengthens students' literacy skills for diverse communicative purposes within the context of Indonesian socio-cultural life.

This raises the question: are language and literacy two different things? (Abidin, 2017). Language and literacy are closely related. Language and literacy development should be viewed as a unified process rather than separate entities, despite their distinctions. Various studies have shown that children's language ability significantly influences their literacy skills. In other words, students with strong language proficiency tend to acquire literacy skills more easily. Language teachers play a key role in developing and teaching literacy skills such as reading, writing, and speaking.

Teachers can teach literacy skills through various learning resources, including textbooks and diverse reading materials that stimulate students' interest in reading while also expanding their vocabulary and understanding of language structures. The Ministry of Education and Culture (Kemendikbud) has provided Indonesian language textbooks that include various genres of texts to support this need. However, textbooks alone are not sufficient to improve literacy skills. Rosdiana et al. (n.d.) in her article, states that in addition to the teaching materials, attention should also be given to the learning process. Therefore, a learning approach that holistically, contextually, and meaningfully supports students in developing their language and literacy skills is necessary. Teachers can utilize the textbooks provided by Kemendikbud while incorporating a genre-based pedagogical approach in Indonesian language instruction.

The genre-based pedagogical approach is one of the core methods aligned with the Merdeka Curriculum for teaching Indonesian. This approach focuses on both understanding and producing various types of texts that serve specific communicative purposes. It enables students not only to grasp linguistic structures but also to use language effectively in different real-life contexts. In this curriculum, language instruction emphasizes text- and context-based learning, in which students explore, understand, analyze, and produce meaningful texts based on their communicative intent.

Ali Mudiono (2024) state from her book, the genre-based approach teaches that each text has a unique structure and language features depending on its social function. For instance, a narrative text differs in structure from a procedural or expository text. As a teaching method, genre-based pedagogy places genre (text types) at the center of the learning process. It emphasizes the understanding and production of texts through the application of different genres in educational settings. Students not only learn the structures and characteristics of genres, such as formal letters, news articles, essays, or short stories, but also how to construct these texts correctly and effectively. The main goal of genre-based pedagogy is to help students understand and produce various text types, recognize their structures, and use appropriate language features in each genre.

In its implementation, the genre-based pedagogical approach requires active student participation, both in understanding the context and in composing the text.

Therefore, the use of diverse methods and approaches can optimize the effectiveness of this approach. For example, teachers can integrate the guided reading approach to assist students in the process of understanding the context of the text they are going to construct.

Ramsa & Rawian (2021) The implementation of this approach in Indonesian language teaching is expected to foster students' critical and creative thinking in both understanding and producing texts, traits that reflect strong literacy skills. To assess the effectiveness of the genre-based pedagogical approach in improving students' literacy and language skills in the learning of Bahasa Indonesia at the elementary level, both literature and field-based studies are necessary. Therefore, this research aims to analyze the implementation of the genre-based pedagogical approach in Indonesian language instruction at elementary schools, examine its effectiveness in enhancing students' literacy and language skills, and identify solutions to the challenges encountered during its application.

This study specifically highlights the main issue of the extent to which the genre-based pedagogical approach can enhance reading literacy skills among elementary school students. Focusing on this aspect is intended to avoid an overly broad scope of analysis, allowing the findings to be more in-depth and to offer greater practical value.

METHODE

This research employed a quantitative approach to obtain comprehensive data regarding the implementation of the genre-based pedagogical approach in the learning of Bahasa Indonesia at the elementary level (SD/MI) and its effectiveness in improving students' reading literacy skills. The research subjects were 27 fifth-grade students at SDI NU Pare, located in Kediri Regency. The sample was selected using random sampling, in which participants were randomly drawn from the population of fifth-grade students at SDI NU Pare. The sample size in this study is relatively small; however, Kazdin (2011) stated that a small number of subjects can still be validly used to assess the effectiveness of an intervention, provided that the study employs a rigorous design and systematic measurement. Sidman Murray (1960) also emphasized that research involving a small number of subjects can yield valid scientific conclusions when strong experimental control is applied to an individual case. Based on these two perspectives, it can be concluded that experimental designs with a small sample size can be used to evaluate the effectiveness of an intervention, as long as they meet the criteria of control, repeated measurement, and a systematic design. Strong experimental control in this context refers to the researcher deliberately and systematically determining when the intervention is applied and when it is not.

This study employed a pre-test and post-test design to measure changes in students' reading literacy skills before and after the implementation of the genre-based pedagogy approach. The instrument used was a reading literacy test developed based on the Minimum Competency Assessment (AKM) guidelines from the Ministry of Education, Culture, Research, and Technology. Each test consisted of 15 questions with a balanced level of difficulty.

The process for collecting quantitative data was conducted as follows:
1. A pre-test was administered to students before implementing the genre-based

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       pedagogy.

2. The implementation of the genre-based pedagogy followed four stages by the theoretical framework, which are building the context, modeling of the text, joint construction, and independent construction.

3. A post-test was given after the completion of the learning intervention, using equivalent test items to measure the impact of the intervention.

4. Students' learning scores were categorized into four levels of reading literacy: Requiring Special Intervention, Basic, Proficient, and Advanced, based on the reporting criteria of the Minimum Competency Assessment (AKM)

       To support the quantitative findings, the researcher also collected qualitative data through the following methods: Classroom observations, using an observation guide developed based on the four stages of the genre-based pedagogy.
And then the literature review which explored theories related to genre-based pedagogy, literacy, and Indonesian language learning as the theoretical foundation of the study.

       The data were analyzed using descriptive quantitative methods. A comparison of the pre-test and post-test results was conducted to evaluate the effectiveness of the genre-based pedagogy in enhancing students' reading literacy skills. The student learning outcomes obtained from the pre-test and post-test are then categorized into reading literacy competency levels. The data collected will be analyzed descriptively and statistically to provide an in-depth overview of the effectiveness of this approach in teaching the Indonesian language at elementary schools (SD/MI), as well as recommendations for optimizing its implementation.

       Below are the criteria for students' reading literacy competency levels:

Table 1: Reading Literacy Levels

No.	Literacy Level	Score Range
1.	Needs Special Intervention	59-0
2.	Basic	74-60
3.	Proficient	89-75
4	Advanced	100-90

       Next is the analysis of literacy and language skills to determine the effectiveness of implementing the genre pedagogy approach by comparing students' literacy and language skills achievements before and after the application of the genre pedagogy approach. The researcher used the AKM question guidelines to create tests in the form of a Pre-test and Post-test, which were used to assess students' literacy and language skills achievements. Both the Pre-test and Post-test questions have the same and balanced level of difficulty. These tests aim to measure students' abilities to read, understand texts, and analyze the content of the readings. The questions do not only ask about factual information in the text, but also evaluate comprehension of the meaning and purpose of the text. The questions not only test basic understanding but also require students to analyze the benefits of reading and the impact of their actions. Each test consists of 15 questions.

RESULTS AND DISCUSSION
Literacy and Language Skills

Aswita (2022) In this study, literacy refers specifically to reading literacy. Pusat Asesmen dan Pembelajaran Badan Penelitian dan Pengembangan Perbukuan (2020) Reading literacy, from a cognitive process perspective, includes three levels:

1. **Retrieving information** – the ability to locate, access, and identify explicit information within a text;
2. **Interpretation and integration** – the ability to understand both explicit and implicit information, and to integrate meanings from various parts of a text to draw inferences;
3. **Evaluation and reflection** – the ability to assess the credibility, relevance, and trustworthiness of a text and relate its content to knowledge beyond the text.

According to UNESCO, a person is considered literate if they possess genuine knowledge that can be applied effectively in all activities requiring literacy functions. In society and knowledge acquisition, literacy is achieved through reading and writing. Aswita (2022). Pusat Asesmen dan Pembelajaran Badan Penelitian dan Pengembangan Perbukuan (2020) The Ministry of Education and Culture categorizes students' reading literacy skills based on the guidelines outlined in the Minimum Competency Assessment (AKM), which consists of four levels of reading literacy competence, namely:

1. **Needs Special Intervention** — students are unable to find and extract explicit information in the text or make simple interpretations.
2. **Basic** — students can find and extract explicit information in the text and make simple interpretations.
3. **Proficient** — students can interpret implicit information in the text and conclude by integrating several pieces of information within a text.
4. **Advanced** — students can integrate information across multiple texts; evaluate the content, quality, and writing style of a text; and reflect critically on the text's content.

Literacy learning involves three stages, known as the three Rs: Responding, Revising, and Reflecting (Kern, 2000). Responding involves both teachers and students. Revising includes various language activities—for example, when preparing a report, revisions can be made at the stages of idea formulation, the writing process, and the completed report. Reflecting relates to the evaluation of what has been done, observed, and felt during the learning process.

Literacy learning is conducted gradually and continuously. It is fundamentally based on language. At the early stages of literacy development, it is important to introduce literacy from an early age by highlighting the benefits of books and demonstrating how language can be written with letters so others can read what has been written. This foundational stage typically begins at home and continues into the early years of schooling (Dinihari & Rafli, 2025).

A literacy culture must be cultivated in Madrasahs or schools as an effort to develop students' literacy skills. The School Literacy Movement (Gerakan Literasi Sekolah or GLS), a program initiated by the Ministry of Education and Culture, greatly supports the realization of literate students. This GLS program was launched by the Ministry of Education and Culture in response to the low literacy levels among

Indonesian students.

Several factors contribute to the low literacy rates among students. For instance, many schools—especially those in smaller towns—lack adequate non-textbook reading materials, limiting students' opportunities to read. According to Shofiyuddin Ichsan (2018) in his article, the low literacy culture in Indonesia is influenced by both external and internal factors. External factors include the scarcity of libraries in schools, while internal factors involve the community's limited awareness of the importance and meaning of literacy.

If adequate facilities are provided, such as many reading spaces offering various types of reading materials, the reading culture will improve, thereby enhancing literacy skills. However, if language skills, which are fundamental to literacy, remain weak, then the essence of literacy, which goes beyond mere reading habit formation to include comprehension of the reading material, cannot be fully achieved.

Language skills refer to an individual's ability to use language effectively in various communication contexts. Language skills can be categorized into two types: receptive language skills and productive language skills. Receptive language skills are the ability to understand and receive information in the form of language, whether spoken or written. In this context, receptive language skills are divided into two main aspects: listening skills and reading skills. Productive language skills refer to an individual's ability to produce and convey information or ideas through language. In this context, productive language skills are divided into two main aspects: speaking and writing (Sanulita et al., 2023)

Receptive and productive language skills support and are interconnected with each other. For example, good listening skills influence reading, speaking, and writing abilities. Listening skills relate to a person's ability to interpret the meaning and sounds of language. A person with good speaking skills can adjust language sound choices, such as words, sentences, and intonation stress, according to the context. Next is reading ability, which involves understanding and interpreting the meaning of written language forms. Meanwhile, writing ability is the skill to select appropriate written language forms and organize writing logically and coherently to clearly convey thoughts, feelings, ideas, or facts (Idris et al., 2023).

Language skills can be taught to children or students gradually, starting with receptive language skills and then progressing to productive language skills. The language acquisition process begins with extensive listening and reading (receptive), which shapes students' understanding and mental structures. Afterward, students can begin speaking and writing (productively) to express that understanding.

This approach aligns with language development theories that emphasize the importance of comprehension before expression. For example, a study by Desrinelti et al. (2021) found that language development in elementary school students influences their cognitive levels. Therefore, it is important to give special attention to the development of students' receptive language skills.

Receptive language skills can be developed through activities such as listening to stories. Teachers or parents can tell stories with engaging expressions and intonations. Ayu et al. (n.d.) states that storytelling is an effective method to optimize receptive language skills. Teachers and parents can also provide various types of non-textbook

books to attract students' interest in reading, or teachers can stimulate reading interest by telling parts of a story from a book to encourage students to want to know the full story.

After listening to and reading stories, students are asked to retell the story in their own words. Rizky Aulia & Normaliza Normaliza (2024) states that storytelling is considered an effective method to help develop children's speaking skills. This activity is rich in language and imagination, making it enjoyable and interactive, thus stimulating children's speaking skills. Through storytelling activities, children learn to understand the plot, expand their vocabulary, and practice expressing ideas and feelings.

To develop writing skills, teachers can assign tasks such as writing short stories based on pictures or writing stories according to personal experiences. Teachers can also implement the guided writing method. In guided writing, the teacher acts as a facilitator by helping students clearly, systematically, and interestingly find what they want to write, as well as determine the main ideas in the text (Fauziah, n.d.)

The guided writing method begins with an orientation stage, where students are introduced to the material. Then, in the presentation stage, students receive explanations from the teacher. Next, during the structured practice stage, students begin practicing writing descriptions with guidance. Practice continues in the guided stage and concludes with independent practice, where students write without assistance to apply the skills they have learned. This method is effective in assisting students in the learning of Bahasa Indonesia, especially in writing descriptions (Nurlatifah et al., 2020).

The Genre Pedagogy Approach in the learning of Bahasa Indonesia at Elementary Schools (SD/MI)

Genre Pedagogy is a learning approach that emphasizes explicit teaching of various text types (genres) and their communicative purposes. In the context of teaching the Indonesian language, this approach aims to equip students with an understanding and skills to write and comprehend different kinds of texts, such as narratives, reports, expositions, procedures, and others. This approach is closely related to the Systemic Functional Linguistics (SFL) theory developed by Michael Halliday and strongly developed in Australia through the Sydney School. Genre pedagogy views each text as having a distinct structure tailored to specific social purposes, so students need to be taught how a text is constructed both structurally and linguistically (Telaumbanua & Telaumbanua, 2024)

The genre-based approach, or genre pedagogy, began to be used in Western countries in the mid-1960s. It was first implemented in London in 1964 as an application of Halliday's language theory in teaching. In Indonesia, this approach started to be used in English language teaching in 2004 and has become more prominent with the 2013 Curriculum. According to Johns, an expert in applied linguistics and English for Academic Purposes (EAP) known widely for his contributions to genre-based pedagogy development, the genre approach is a tool for text analysis where texts are used as a medium to deepen pragmatic and linguistic understanding (Aini & Amrillah, 2023).

There are four stages in the teaching and learning activities of language subjects using the genre pedagogy approach. First, building context (building knowledge). At this stage, the teacher invites students to briefly review what they have learned in the

previous week and provides direction on what they will learn during the current lesson. The teacher begins to provide some information related to the material and gives several guiding questions related to the topic to be discussed. The second stage is modelling (text modelling). At this stage, the teacher usually provides a model of a genre text (narrative, descriptive, exposition, procedural, review, etc.) along with the purpose or function of the text, its linguistic features, and its structure. In the initial phase, the teacher presents a model text that students can observe or listen to. This is usually in the form of receptive skills supported by text, audio, or audiovisual materials. The third stage is joint construction (guided writing). Students collaboratively construct their thoughts based on the provided text. In groups, they are invited to analyze the text in terms of language structure, linguistic characteristics, social values, and social purposes. Then, students are guided to create a text of the same type as the model text. During this stage, the teacher supervises each group. Besides writing texts, other activities such as completing dialogues, summarizing, creating charts, and various text construction exercises are carried out. Because the work is done in groups, students generally find it easier to complete these tasks. The final stage is independent text construction. This is the pinnacle stage of the genre pedagogy approach. Independently, students create a text similar to the model presented during the modelling stage (Mustadi et al., 2022)

Implementation of the Genre Pedagogy Approach in the learning of Bahasa Indonesia

The implementation of the genre pedagogy approach in the learning of Bahasa Indonesia was carried out at SDI NU Pare. The observation aimed to find out how the teacher implemented the genre pedagogy approach in teaching Indonesian. Here is the observation guideline used:

Table 2: Observation Guidelines

No.	Observed Aspects	Statement
1.	Building Knowledge of the Field (BKOF)	The teacher provides a stimulus by presenting a sample text based on the type of genre being taught.
		Students are engaged in a discussion about the social context of the text.
		The teacher guides students in identifying the text's structure and linguistic characteristics.
2.	Modeling of the Text (MOT)	The teacher presents a model text that corresponds to the text type
		The teacher guides students in identifying the structure and language features of the text.
		The teacher demonstrates the process of analyzing a model text.
3.	Joint Construction of the Text (JCOT)	The teacher and students collaboratively construct a text according to its genre.
		Students actively contribute ideas during the text construction process.

		The teacher provides guidance during the text construction process.
4.	Independent Construction of the Text (ICOT)	Students independently write texts according to their respective genres
		Students use the appropriate structure and language features.
		The teacher provides feedback on the texts written by the students.

The results of the observation showed that all four aspects, consisting of twelve statements, were observed. Each component was well executed. Both the teacher and students were actively involved in activities such as building understanding, text modelling, joint text construction, and independent text construction.

The type of text used during the learning process was exposition text. The stages carried out by the teacher aligned well with the steps of the genre pedagogy approach. The following are the stages of implementing the genre pedagogy approach in the learning of Bahasa Indonesia:

1. **Explaining how to build the content**
   The stage of building context or students' understanding of a topic involves engaging all language skills, including listening, speaking, and reading activities. The teacher provides various types of texts to the students, and then students discuss the content based on their comprehension of the reading. Mahmuddah et al. (2024) During the implementation at the research site, the teacher built understanding related to the exposition text on the topic to be written. The topic chosen for the exposition text was "Love the Earth," under the theme of Chapter VII. Students were invited to read together the text titled "Reducing, Reusing, and Recycling Waste." From the reading activity, students were asked to analyze important vocabulary and relate the content of the story to their own experiences.

2. **Text Modelling**
   At this stage, students are introduced to an example of an exposition text through the reading titled *"Mengurangi, Memakai Ulang, dan Mendaur Ulang Sampah"*. The teacher guides students to analyze the structure of the exposition text. First, the teacher presents the exposition text. Then, students are asked to identify the title, statement, explanation, and conclusion within the text. This activity aims to help students understand the components of an exposition text. Afterwards, the teacher and students together identify the characteristics of exposition texts, such as being nonfiction, containing facts and scientific information, being concise and clear, and having a persuasive nature. Additionally, students are encouraged to understand language features, including conjunctions, verbs, and cause-and-effect sentences. At the end, students and the teacher conclude the purpose of the text for the readers.

3. **Joint Text Construction**
   The teacher and students collaborate to create a new text based on the genre studied, in this case, the text titled "Reducing, Reusing, and Recycling Waste."

This stage aims to train students before writing independently. The teacher provides steps that students must follow, including:

a. Choosing a topic related to environmental issues
b. Researching to identify the causes and effects of the problem
c. Writing an outline in the format provided, which includes filling in the parts of the exposition text such as title, statement, explanation, and conclusion.

4. **Independent Text Construction**

At this stage, students write the text independently by applying the understanding and skills learned in the previous stages. The draft prepared during the joint construction stage is then developed into a full exposition text.

The results show that the teacher has implemented the genre pedagogy approach effectively in the learning of Bahasa Indonesia. However, during the joint text construction stage, some students were less active and had limited ideas when developing topics for their texts. This issue is likely due to the lack of books as research resources, which results in students having insufficient knowledge about the topics. If the teacher provides a greater variety of books that students can use to explore and study topics more broadly, it could help them perform better in composing exposition texts, which are a type of nonfiction text.

Moreover, assessment at each stage is essential to produce a quality text. The focus should not only be on the final product, but also on evaluating the process. During the stage of building understanding of the topic, teachers can provide an evaluation sheet containing 5W1H question prompts, which will help students comprehend the topic of the text they are reading. Hidayatullah (2016) in his study, it is stated that using the 5W1H technique enables students to understand expository texts effectively

At the final stage, after students have finished composing their texts, they can exchange their writing with classmates for peer assessment. This peer review aims to provide constructive feedback among students, develop critical thinking skills, and enhance their awareness of text quality. Through this process, students not only learn to become better writers but also become careful readers and objective evaluators. Teachers can facilitate this activity by providing a simple rubric to ensure the assessment remains focused and fair. Yalch et al. (2019) by analytically evaluating the writing of others, students also improve their ability to assess their own writing. Peer feedback encourages more refined revisions—strengthening arguments, improving structure, and sharpening writing style.

The Effectiveness of the Genre Pedagogy Approach in Enhancing Students' Literacy Skills

According to the Great Dictionary of the Indonesian Language (KBBI), effectiveness refers to a condition that shows influence, efficacy, producing results, and success in an effort or action. In other words, effectiveness describes the extent to which an effort or action can achieve the predetermined goals. The effectiveness of genre pedagogy in this context is the impact of implementing genre pedagogy on improving students' literacy skills. This impact is determined by comparing students' literacy test

results before and after applying genre pedagogy in the learning of Bahasa Indonesia. The following are the results of the pre-test and post-test of the genre pedagogy implementation:

Table 3: Pre-Test Results of Genre Pedagogy Implementation in the learning of Bahasa Indonesia

No.	Nama	Skor	Keterangan
1	AFN	33	Need special intervention
2	ARE	93	Advanced
3	AQ	73	Basic
4	AAH	93	Advanced
5	AKA	20	Need special intervention
6	AZO	73	Basic
7	BCRR	53	Need special intervention
8	ERSP	80	Proficient
9	FFU	46	Need special intervention
10	KAS	66	Basic
11	MAYJA	66	Basic
12	MNZM	66	Basic
13	MFA	66	Basic
14	MKMD	86	Proficient
15	MR	93	Advanced
16	NIKEZ	86	Proficient
17	NIQ	53	Need special intervention
18	NQA	53	Need special intervention
19	QAAD	80	Proficient
20	QAA	93	Advanced
21	RYF	46	Need special intervention
22	RS	66	Basic
23	RAR	86	Proficient
24	SAZ	13	Need special intervention
25	ZQAA	80	Proficient
26	ZRAK	86	Proficient
27	AHA	86	Proficient

Table 4: Post-Test Results of Genre Pedagogy Implementation in the learning of Bahasa Indonesia

No.	Name	Score	Description
1	AFN	53	Need special intervention
2	ARE	93	Advanced
3	AQ	80	Proficient
4	AAH	100	Advanced
5	AKA	66	Basic

6	AZO	86	Proficient
7	BCRR	80	Proficient
8	ERSP	93	Advanced
9	FFU	66	Basic
10	KAS	80	Proficient
11	MAYJA	86	Proficient
12	MNZM	73	Basic
13	MFA	80	Proficient
14	MKMD	93	Advanced
15	MR	80	Proficient
16	NIKEZ	93	Advanced
17	NIQ	60	Basic
18	NQA	73	Basic
19	QAAD	100	Advanced
20	QAA	100	Advanced
21	RYF	73	Basic
22	RS	80	Proficient
23	RAR	93	Advanced
24	SAZ	53	Need special intervention
25	ZQAA	100	Advanced
26	ZRAK	93	Advanced
27	AHA	100	Advanced

Based on the data above, the results were then classified according to the literacy proficiency criteria as outlined in the AKM guidelines. The following are the results:

Table 5: Literacy Proficiency Criteria Based on Pre-Test and Post-Test Results

No.	Criteria	Number of Students	
		Pre Test	Post Test
1	Advanced	4	11
2	Proficient	8	8
3	Basic	7	6
4	Need special intervention	8	2

The data above shows an improvement in literacy skills between before and after the implementation of the genre pedagogy approach in the learning of Bahasa Indonesia. There was an increase in the number of students reaching the proficient (advanced) criteria, from only 8 students initially to 11 students. Meanwhile, in the special intervention category, the number decreased from 8 students to 2 students. This indicates an improvement in literacy skills up to the proficient level. Although the increase is not significant, it demonstrates that applying the genre pedagogy approach in the learning of Bahasa Indonesia can at least have a positive impact on the development of students'

literacy abilities.

The implementation of the genre pedagogy approach enables students to gain a deeper understanding of the structure and purpose of various types of texts, making them more focused on both reading and writing. Although the increase in the number of students reaching the proficient level is not yet very significant, the drastic decrease in the number of students requiring special intervention demonstrates that this approach is effective in helping students who previously faced difficulties. With consistent application and the development of more varied and contextual genre pedagogy strategies, it is expected that students' literacy skills will continue to improve sustainably.

Challenges in Implementing the Genre Pedagogy Approach to Improve Students' Literacy and Language Skills

The genre pedagogy approach aims to enhance students' literacy and language skills through understanding text structures and independently constructing texts. However, its implementation in the field is not without various challenges. These challenges are observed from the learning process up to students' comprehension of the texts. Identifying these challenges is essential so that the strategies for implementing genre pedagogy can be adjusted and optimized effectively. The following are the challenges encountered in the implementation of the genre pedagogy approach:

1. **Limited Availability of Reading Materials**
   This issue is evident when students collaboratively construct texts; they struggle to expand their knowledge on topics due to limited access to books or relevant reading materials for research related to the assigned topics. This results in limited and less varied ideas during text writing. Schools should not only provide textbooks but also increase the collection of non-text books to enhance students' knowledge and stimulate their reading interest. Sekartanjung & Murniati (2024) Emphasize the importance of strengthening the literacy culture in elementary schools to boost students' reading motivation. Activities such as choosing favorite books, creating their own books, and having a dedicated reading space at school contribute positively to increasing students' reading interest.

2. **Low Student Engagement and Participation**
   Some students show less active responses in discussions or when contributing ideas, especially during the context-building activities. This affects the exploration process and the construction of texts, making it less optimal because not all students participate actively. The students' lack of engagement in the context-building activity may be due to limited resources for exploring and understanding the context. Providing books as learning materials could be a solution to encourage students to become more actively involved. In addition, applying a teaching method that motivates students to explore the context—such as Reciprocal Teaching, where students take turns acting as the teacher to lead discussions and facilitate comprehension—can also be effective. In addition, contextual understanding can be deepened through the guided reading approach, enabling students to comprehend the reading material within the context in which they are going to construct. Yalch et al. (2019), the reciprocal teaching method is effective in enhancing students' comprehension and engagement. In the reciprocal teaching

method, there is a process of asking questions related to the content of the reading, clarifying the text, and summarizing it.

3. **Differences in Students' Background Knowledge**

   One of the shortcomings observed in the implementation of the genre pedagogy approach is the variation in students' background knowledge, causing differences in their ability to understand and develop topics. As a result, some students fall behind in comprehending the structure and context of the genres being taught.

4. **Limited Instructional Time**

   The challenges during implementation may also be caused by limited instructional time, considering that the stages of the genre pedagogy approach require a fairly long duration. Consequently, teachers have to shorten or accelerate certain stages, causing some phases to run suboptimally.

5. **Low Reading Interest and Habits**

   If students are not accustomed to reading, they tend to have difficulty developing ideas or composing texts using the language style modeled, in this case, the expository text used as the example. This leads to the resulting text model being less informative and not fully aligned with the intended genre. Teachers can foster students' interest and habit of reading by creating a reading corner in the classroom. A stack of books in the reading corner can influence children to pick up and read the available books. This reading motivation tends to grow as children see and engage with the reading corner. Although the books may not be read intensively every day, the presence of the reading corner will gradually help develop students' reading habits. Providing a reading corner in the classroom with easily accessible reading materials (such as comics, folktales, and children's magazines) helps foster an informal and enjoyable reading culture. Angraeni et al. (2024) An attractive, strategically placed, and comfortable reading corner significantly increases students' interest in and frequency of reading.

6. **Challenges in Assessing the Process**

   Since genre pedagogy focuses not only on the final product but also on the process, teachers need to assess the stages of text construction. However, some teachers still concentrate mainly on evaluating the final product. Assessment conducted continuously throughout the learning process is essential for improving students' understanding and performance. Menéndez et al. (2019). Therefore, comprehensive attention is needed starting from the topic comprehension stage, joint construction, to independent text writing, so that students' abilities can be monitored thoroughly at each stage.

CONCLUSION

Genre pedagogy is a core approach in the learning of Bahasa Indonesia that emphasizes the use of various types of texts (genres) to enhance text comprehension, which in turn contributes to the development of literacy skills. The implementation of this approach has been carried out effectively by the teacher.

First, the teacher builds students' understanding of the topic that will be used as the basis for constructing a text. Second, the teacher presents a sample text—specifically, an expository text—for analysis with the students. Third, the students collaboratively

construct a text based on its sections and structure. Fourth, the students independently write their text based on the structure previously outlined. This approach to text comprehension has proven effective in improving students' literacy and language skills.

The post-test results show an increase in the number of students reaching the proficient category, while the number of students in need of special intervention decreased. However, some shortcomings were observed during the implementation, such as students' limited engagement and lack of depth in developing ideas based on the assigned topic. This may have been due to the lack of reading materials available for students to conduct research.

These conditions reveal several challenges that need to be addressed to further optimize the implementation of genre pedagogy. These include: limited availability of reading resources, low student engagement and participation, time constraints in the learning process, low reading interest and habits, and difficulties in assessing the learning process. To address some of these challenges, particularly those related to the availability of books, schools can provide a variety of books, not only textbooks but also non-textbooks. This can be achieved by maximizing the available budget or by organizing initiatives such as an "Alumni Book Drive," where each alumnus is encouraged to donate a book to the school. Another possible initiative is the "One Student, One Book" movement. A further suggestion regarding the implementation of the genre-based pedagogical approach is to integrate it with other approaches, such as guided reading and the reciprocal teaching method.

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