Empowering Literacy Through Sociocultural Lenses: The Impact of Guided Reading on Student Learning

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ABSTRACT: This study explores literacy competence (LC) in elementary schools, emphasizing its importance while revealing its current deficiencies. The primary goal is to examine LC through the lens of the Guided Reading (GR) Model and its sociocultural influences. Using an Explanatory Sequential design as part of a mixed-method approach, the research included 200 fourth-grade students from six elementary schools, comprising 94 males and 106 females. Research tools such as pre-tests and post-tests, observations, questionnaires, and in-depth interviews with students, parents, and teachers were utilized. Data analysis was conducted using the Mann-Whitney nonparametric test. The study's findings reveal that the GR model effectively elevates LC from a low to medium level. Literacy comprehension advanced from a factual literal understanding to an interpretive one. However, sociocultural elements, such as book reading facilities, parental guidance, and technology use, were found to affect LC, with inappropriate technology usage having a negative impact. This research underscores the importance of meaningful teacher guidance via the GR model in developing literacy skills, emphasizing the significant role sociocultural factors play. Further investigation into the effects of technology on learning and other sociocultural factors not covered in this study is crucial.

KEYWORDS: Literacy competence, guided reading model, sociocultural influence, Mixed method res

I. INTRODUCTION

The importance of literacy competence (LC) in the educational journey of young learners cannot be overstated. Literacy not only forms the foundation for all future learning but also equips students with critical thinking and communication skills that are vital in a rapidly evolving world. Despite its significance, many educational institutions continue to struggle to effectively foster these skills at the elementary level. Mehta et al. (2005) also found that early literacy proficiency directly impacts academic success and shapes how students interact with reading materials throughout their schooling. The importance of literacy competence (LC) in the educational journey of young learners cannot be overstated. Literacy not only forms the foundation for all future learning but also equips students with critical thinking and communication skills that are vital in a rapidly evolving world. Despite its significance, many educational institutions continue to struggle to effectively foster these skills at the elementary level. Mehta et al. (2005) also found that early literacy proficiency directly impacts academic success and shapes how students interact with reading materials throughout their schooling, further emphasizing the need for strategic educational approaches that prioritize foundational literacy skills.

In the realm of literacy education, the Guided Reading (GR) model has emerged as a promising approach, emphasizing small-group instruction tailored to students' varying literacy levels. This model uses carefully chosen reading materials and interactive discussions to enhance comprehension and fluency. Nurmahanani (2023) found that mixed methods-based literacy programs significantly improve comprehension and fluency among early-grade students, supporting the effectiveness of tailored instructional models. Additionally, Chen et al. (2021) and Bachtiar (2024) emphasize the importance of reading engagement and self-concept in students' ability to benefit from GR approaches. In the realm of literacy education, the Guided Reading (GR) model has emerged as a promising approach, emphasizing small-group instruction tailored to students' varying literacy levels. This model uses carefully chosen reading materials and interactive discussions to enhance comprehension and fluency, fostering a dynamic learning environment that adapts to the needs of each student.

However, the efficacy of the GR model is not only contingent on the instructional strategies employed but also on the sociocultural context in which students are embedded. Sociocultural factors, including family, community resources, and prevailing educational practices, play a pivotal role in shaping literacy development. These elements can significantly influence the accessibility and effectiveness of literacy education (Purcell-Gates et al., 2011).

Several studies have explored the impact of guided reading on literacy development. In one foundational study, Mudrák et al. (2020) highlighted how guided reading allows teachers to tailor instruction to students' reading levels, ultimately improving reading

fluency and comprehension. They found that small-group reading sessions provide a supportive environment for students to apply reading strategies, thus enhancing their confidence and independence. Another study by Hoseinizadeh et al. (2014) examined the relationship between guided reading and students' vocabulary acquisition. They concluded that guided reading enables students to expand their vocabulary, particularly when educators use culturally relevant texts that resonate with students' backgrounds. Meanwhile, Dashtestani and Hojatpanah (2022) study revealed disparities between teachers' and students' perceptions of digital literacy, showing students' technology usage primarily for recreation rather than education. Purcell-Gates et al. (2011) further investigated guided reading's effects on comprehension, emphasizing that incorporating diverse and age-appropriate literature encourages students to develop critical thinking and analytical skills as they engage in discussions about the texts.

In Indonesia, similar studies have explored the efficacy of guided reading in various contexts. Nurmasari et al. (2020) found that guided reading improved comprehension among Indonesian elementary school students by promoting the use of reading strategies like summarizing and questioning. The study also indicated that guided reading helps students become more confident in approaching new texts independently. Meanwhile, Wulandari (2019) focused on guided reading's effect on junior high school students, revealing that the instructional approach significantly improved students' reading fluency and fostered a more positive attitude toward literature. Lastly, Furtasan Ali Yusuf et al. (2023a) investigated guided reading in rural Indonesia and found that the practice bridged the literacy gap between urban and rural students. Their findings demonstrated that when adapted to local contexts and incorporating culturally relevant texts, guided reading could be an effective tool for equitable literacy improvement.

Despite the considerable evidence supporting the positive impact of guided reading on literacy development, there remain gaps in understanding its broader sociocultural implications. Prior research has primarily focused on the immediate outcomes, such as vocabulary expansion and comprehension, but has not thoroughly explored how guided reading affects students' sociocultural understanding and empathy. Moreover, few studies have examined how guided reading can be optimized for Indonesian classrooms, particularly in terms of culturally relevant text selection and inclusive teaching strategies. The current study aims to address these gaps by investigating how guided reading, framed through a sociocultural lens, empowers students' literacy development while fostering their awareness of social issues. Specifically, it will explore how Indonesian educators can implement guided reading practices that are sensitive to the country's diverse cultural contexts. The following research questions guided the current study.

1. How does guided reading influence students' literacy skills when approached through a sociocultural lens?
2. How can Indonesian teachers adapt guided reading strategies to be more inclusive and effective in local contexts?
3. What specific sociocultural benefits can guide reading offer to students in Indonesian classrooms?

II. RESEARCH METHOD

This study utilized a Mixed Methods design with a Sequential Explanatory strategy involving both quantitative and qualitative data analyses performed in distinct phases. Initially, the research adopted a quasi-experimental design for the quantitative segment to assess literacy competence (LC) through the use of the Guided Reading Model. This was succeeded by a descriptive qualitative analysis aimed at exploring the sociocultural factors that influence students' LC. Integrating quantitative and qualitative methods was critical (Bachtiar & Nirmala, 2023), allowing for a comprehensive examination of the LC under structured and natural settings.

A Research Site and Participants

The research was conducted across six elementary schools in one Regency in Indonesia. These schools were chosen due to their implementation of the Guided Learning System (GLS). The participants included 200 fourth-grade students (94 males and 106 females) who were assessed using pre-tests and post-tests alongside observations, questionnaires, and in-depth interviews involving students, their parents, and teachers.

The main research tool was a modified LC test designed to align with the core competencies required in elementary education. Table 1 outlines the indicators used to measure literacy competence, which includes levels of comprehension and understanding, categorized into low, medium, and high levels of literacy competence and further divided into factual literal, interpretive, and applicative understanding levels.

Table 1. **Literacy Competence Indicator**

Level		Comprehension Competency	Level of Understanding
1. Low	a.	Mastering vocabulary/phrases	Factual Literal
	b.	Identify the settings (place, time, situation) of the text	Factual Literal
	c.	Identify factual information from the text	Factual Literal
2. Medium	a.	Find the main idea	Interpretive
	b.	Define supporting ideas	Interpretive
	c.	Determine the order of text information	Interpretive
	d.	Determining causal relationships	Interpretive
3. High	a.	Making conclusions about the text in one's own language	Interpretive
	b.	Determine information relevant to the text	Interpretive
	c.	Finding the implicit meaning of the text	Interpretive
	d.	Assess the clarity/completeness of text	Interpretive
	e.	Respond critically to the solutions provided by the author	Interpretive
4. Continued	a.	Finding the application/relevance of text ideas in life	Applicative
	b.	Assess the relevance of text content	Applicative
	c.	Plan the actualization of values obtained from the text	Applicative

B   Data Analysis

For the quantitative analysis, the Mann-Whitney nonparametric test was employed due to the non-normal distribution of data, as confirmed by the Smirnoff Kolmogorov or Lilliefors Test. This test helped identify significant differences in LC by comparing the p-values to a significance level (α) of 0.05. A p-value ≤ α indicates a statistically significant difference, whereas a p-value > α suggests no significant difference.

The qualitative data were analyzed using thematic analysis as described by Bachtiar & Nirmala (2023), which involves identifying themes that are vital for understanding the phenomena under study. The analytical process followed Widodo's (2014) approach, beginning with a thorough familiarization with interview transcripts, followed by systematic coding. This included the integration of transcription symbols, categorization of data into coherent themes, and interpretation of the results. Feedback was solicited from the participants to validate the findings, allowing them to confirm or challenge the interpretations of the data.

III.   RESULTS AND DISCUSSIONS

This study explored the impact of the Guided Reading (GR) Model on literacy competence (LC) among fourth-grade students across six elementary schools in the research site. The pre-test and post-test results, summarized in Table 2, reveal significant improvements in students' LC, particularly in transitioning students from lower to higher literacy categories.

A   Quantitative Improvements in Literacy Competence

Pre-tests and post-tests were conducted to determine the effect of the treatment on students' literacy competence. The results of the study highlight significant improvements in students' literacy skills after implementing guided reading. Comprehension levels rose, evidenced by students' increased ability to analyze and interpret texts effectively, alongside enhanced vocabulary acquisition and usage. Additionally, the guided reading approach greatly boosted students' enthusiasm and motivation for learning to read, as they became more engaged and participated actively in discussions. Critical thinking skills were also enriched, with students demonstrating deeper engagement through thoughtful reflections and meaningful dialogue. The results afre presented in Table 2.

Table 2. The Results of Pre-test and Post-test

Region/Pre-test, Post-test Result	Category				Literacy Competence						
					Level				Literacy		
	P	S	G	E	L	M	H	A	FL	I	A
North											
Pre-test	15	17	9	-	2.9	2.1	2.1	2.0	2.9	2.1	2.0
Post-test	1	21	15	3	3.1	3	2.9	2.7	3.1	2.9	2.7
Centre											
Pre-test	18	13	8	-	3.1	2.3	2.2	2.1	3.1	2.2	2.1
Post-test	2	21	14	3	3.3	2.8	2.8	2.6	3.3	2.8	2.6
South											
Pre-test	21	15	4	-	3.0	1.3	1.8	1.3	3.0	1.3	1.3
Post-test	2	19	18	1	3.25	2.8	2.7	2.6	3.25	2.75	2.6
Presented Increased	-4.1	13.3	2.16	5.8	16.25	72.5	57.5	62.5	18.7	56.2	62.5

Description:

Category:	Level:	Literacy Understanding:
P= Poor	L= Low	FL=Factual Literal
S= Sufficient	M= Medium	I= Interpretive
G=Good	H= High	A=applicative
E = Excellent	A= Advanced	

Empowering Literacy Through Sociocultural Lenses: The Impact of Guided Reading on Student Learning

Initially, a large number of students were categorized as 'poor' in literacy competence. The implementation of the GR model markedly improved this, reducing the 'poor' category from 54 to 5 students and filling the previously empty 'excellent' category with 7 students. Such improvements underscore the GR model's effectiveness in elevating students' literacy competence, aligning with Doležalová (2015), who notes the crucial role of targeted reading strategies in educational interventions.

The data also showed enhancements across literacy levels and understandings. The medium literacy level saw an increase of 72.5%, and interpretive understanding improved by 56.2%. This suggests that students are not only learning to read text but are increasingly capable of interpreting and engaging with the content critically, a skill fundamental to academic success and lifelong learning.

Further analysis reveals the importance of contextual teaching and learning, which integrates real-world situations that make learning more meaningful and enhances student engagement. This approach is particularly effective in literacy education, where context can bridge the gap between abstract text and tangible application. By embedding literacy tasks within familiar and relevant contexts, the GR model not only improves reading skills but also enhances students' ability to apply these skills in various scenarios. This method supports the findings of Vygotsky's social development theory, which emphasizes the role of social interaction in cognitive development, suggesting that students learn better when tasks are situated within meaningful social contexts.

Contextual teaching and learning are highly effective in literacy education because they integrate real-world situations, making learning more meaningful and enhancing student engagement. This approach aligns with Vygotsky's social development theory, which underscores the role of social interaction in cognitive development. Furqon and Wiedarti's (2021) and Bachtiar (2022) research on guided reading in Indonesian elementary schools demonstrated that by using culturally relevant texts and varying reading contexts, teachers enabled students to apply reading strategies across different situations more effectively. Similarly, Nurkamto and colleagues (2021) found that Islamic secondary school teachers struggled with reading instruction due to limited strategies and materials, emphasizing the importance of developing locally contextual practices to enhance student motivation and skill application.

Furthermore, Yusuf, Hanafi, and Pahamzah's research into Early Grade Reading Assessment (EGRA) demonstrated that embedding literacy tasks in culturally relevant content enabled students to recognize words and comprehend stories better. This contextual approach significantly improved their ability to read and understand, especially in rural areas where literacy challenges were more pronounced (Furtasan Ali Yusuf et al., 2023b). Collectively, these studies affirm that contextual teaching and learning empower students to understand and apply literacy skills effectively, supporting Vygotsky's emphasis on meaningful social contexts in cognitive development.

Moreover, the success of the GR model may be further amplified by fostering a community of learners. When students are encouraged to interact, discuss, and collaborate, they develop a deeper understanding of the material and improve their critical thinking and problem-solving skills. This communal learning environment, supported by the GR model, facilitates a sharing of perspectives and experiences that enrich the learning process. It not only aids in comprehending the text but also fosters social skills and empathy among students as they explore different viewpoints and learn to respect diverse opinions. Barber & Klauda (2020) highlight the significant impact of such an environment on student motivation and engagement, noting that students are more likely to engage deeply with literacy activities when they feel part of a supportive and collaborative community.

The integration of contextual learning opportunities into the curriculum has significant implications for curriculum design and teaching strategies. Vyshnevetska and Vyshnevetskyi highlighted the importance of integrating real-world contexts to align students' learning with their career goals and academic majors. They emphasized that contextual learning transforms abstract knowledge into personal understanding when situated in authentic situations, facilitating professional competence in real-world applications (Vyshnevetska & Vyshnevetskyi, 2021a). Leite, Fernandes, and Figueiredo explored the challenges of curriculum contextualization, finding that despite constraints, contextual teaching improves motivation and academic success by tailoring the curriculum to students' needs (Leite et al., 2018a).

These insights call for educators and policymakers to incorporate more contextual learning experiences into the curriculum while fostering an educational culture that values collaboration and community. Technology can be leveraged to facilitate communication beyond the classroom, creating a supportive environment for group projects and peer review. Furthermore, teacher training programs should focus on equipping educators with the skills needed to develop communities of learners and integrate practical scenarios into lessons. This holistic approach not only enhances literacy competence but also prepares students for the complexities of real-world challenges.

B Sociocultural Influences on Literacy Competence

The research findings underscore a significant disparity in literacy competence based on the availability of sociocultural resources. Students from homes with more educational resources not only perform better in literacy tests but also show more confidence and engagement in learning activities. This suggests that educational equity could be significantly enhanced by policies that provide greater access to books and learning materials, particularly in under-resourced communities. For example, public libraries or school-based resource centers could be better equipped and made more accessible to bridge the gap between different socioeconomic

groups. Furthermore, community programs could be developed to engage parents and caregivers, offering them tools and strategies to support their children's literacy development from an early age.

Additionally, the integration of digital literacy into the curriculum emerges as a critical factor in modern education. As technology becomes more ingrained in everyday life, students need to be proficient not only in traditional literacy but also in navigating digital platforms. The study hints at the potential of digital tools to enhance literacy when used appropriately. Therefore, educational initiatives should include digital literacy as a core component, ensuring that students are equipped to critically assess and utilize information from digital sources. This approach would prepare students for a future where digital proficiency is as crucial as traditional literacy skills.

The study further highlighted the role of sociocultural factors in shaping LC. Data from Table 3 indicate that high LC is strongly associated with better access to home reading materials. For example, 48% of students in the high LC category had access to a diverse range of books at home. This finding supports research by Napoli and Purpura (2018), who emphasized the significance of a literate home environment in early literacy development.

Parental involvement also emerged as a critical factor. Table 4 shows that high levels of parent-child communication and early childhood guidance correlate with higher LC. Students whose parents engaged more frequently in educational activities from an early age tended to achieve higher literacy levels. This observation aligns with Long and Szabo (2016), who argued that active parental engagement in early reading activities profoundly impacts literacy development.

The discussion of these findings highlights the crucial role of sociocultural dynamics in literacy development. The correlation between higher literacy competence and better access to sociocultural resources underscores the need for educational policies that focus on resource distribution and parental involvement. Educational stakeholders should consider these dynamics when designing literacy programs, ensuring that they are inclusive and equipped to address the diverse needs of all students. Additionally, the findings suggest that fostering an environment where literacy skills are valued and nurtured at home can significantly boost the effectiveness of formal education strategies.

In conclusion, the implications of these findings for future research are manifold. Scholars should further explore the impact of sociocultural factors on literacy development, particularly in diverse educational settings. Research could specifically focus on interventions that enhance parental involvement and access to resources across different socioeconomic backgrounds. Moreover, longitudinal studies could assess the long-term impact of these interventions on students' educational outcomes. Such research would provide deeper insights into how sociocultural factors influence literacy development and help refine strategies to improve literacy education universally, ensuring that every student has the opportunity to succeed.

C The Double-Edged Sword of Technology

The research findings also indicate that while technology integration presents challenges, it offers substantial opportunities when combined effectively with traditional literacy practices. If educational technology is strategically aligned with reading and writing tasks, it can enhance engagement and deepen understanding. For instance, interactive reading apps and digital storytelling tools can complement traditional reading methods by adding interactive elements that appeal to students, particularly those who might not be as engaged with paper-based texts.

The integration of technology in the learning environment presented mixed results. While technological devices are ubiquitous, their use did not always support literacy development. Many students used devices for entertainment rather than educational purposes, reflecting findings by Koyuncu and Fırat (2020), which suggest that technology can enhance literacy if used appropriately. However, the predominance of entertainment usage indicates a need for guidance on productive technology use in educational contexts (Bachtiar et al., 2024; Sunubi & Bachtiar, 2022).

The discussion surrounding these findings must consider the digital divide, which can exacerbate disparities in literacy development. In regions where access to technology is uneven, reliance on digital tools for literacy could unintentionally widen the gap between students from different socioeconomic backgrounds. Therefore, it is imperative that educational strategies not only include the integration of technology but also address accessibility issues. Ensuring that all students have equal access to digital resources is crucial for levelling the educational playing field and truly benefiting from the potential of technology in literacy education.

The integration of technology in learning environments yields mixed results, as technological devices, while ubiquitous, often do not directly support literacy development. For instance, Koyuncu and Fırat (2020) noted that students frequently use devices for entertainment rather than educational purposes. Technology can enhance literacy if utilized appropriately, but the prevalence of entertainment usage points to a need for proper guidance to encourage productive educational use (Koyuncu & Fırat, 2020). However, this conversation must also include the digital divide, which exacerbates disparities in literacy development. As Ma, Vachon, and Cheng (2018) highlighted, uneven access to technology, particularly across socioeconomic lines, can widen the literacy gap, limiting students' opportunities to benefit from technological advancements (Ma et al., 2019).

Educational strategies must therefore integrate technology inclusively while addressing the digital divide, ensuring equitable access to digital resources. This approach is crucial for leveling the educational playing field and harnessing technology's potential

for literacy education. As Afzal and colleagues suggest, public-private partnerships and technology resource centers can be implemented to bridge the gap (Afzal et al., 2023). This would allow all students to engage in productive technology use, promoting meaningful literacy development and preventing disparities in educational achievement.

Furthermore, the findings emphasize the importance of teacher training in the effective use of technology. Teachers need to be equipped with the skills to integrate digital tools in a way that complements traditional literacy teaching methods. Professional development programs should include training on selecting appropriate digital tools, designing digital literacy activities, and managing a classroom where digital and traditional literacy practices coexist. This will enable teachers to navigate the challenges of digital distraction and harness technology's potential to enhance literacy learning. Research by Vyshnevetska and Vyshnevetskyi (2021b) reinforces this idea, highlighting that contextual approaches to professional training should include the development of digital competencies, ensuring future educators can effectively use technology to complement traditional teaching methods.

Finally, these findings should inform policy decisions regarding the use of technology in education. Policymakers need to consider not only the provision of technology in schools but also the broader implications of its use on literacy development. This includes funding for digital literacy programs and research into the most effective practices for integrating technology in literacy education. By focusing on strategic implementation and support, educational leaders can ensure that technology serves as a bridge rather than a barrier in literacy education, fostering a generation of students who are proficient in both traditional and digital literacies. Leite, Fernandes, and Figueiredo (2018b) emphasized that policymakers should consider the digital divide and broader socioeconomic disparities, ensuring that investments in educational technology are equitable and support literacy development across different student populations.

D Teacher's Role in the GR Model

The study further underscores the critical role teachers play in the effectiveness of the Guided Reading (GR) model, as they are key in mediating the interaction between students and the text. Teachers not only facilitate comprehension but also inspire a love for reading by making the content relevant and engaging for each student. This personalized attention helps students at varying levels of literacy competence feel valued and supported in their learning journey, which is essential for boosting their confidence and motivation to learn.

Teachers in the GR model employ scaffolding strategies that are crucial for student success. Scaffolding involves breaking down information into manageable chunks and providing support structures to assist students until they can perform tasks independently. This approach is particularly effective in literacy education because it adapts to individual learning paces and needs, allowing students to build their competence and confidence in literacy skills gradually. Teachers employing scaffolding strategies in the Guided Reading (GR) model break down information into manageable chunks and provide tailored support structures. Dorigo (2023) emphasized that scaffolding allows students to improve reading comprehension skills, particularly in making inferences and understanding context clues, by adapting to different student paces. Similarly, Kusumawati (2018) noted that scaffolding learning through guided reading and writing practices effectively improves English proficiency by gradually releasing responsibility to students and allowing them to develop independent learning skills.

The effectiveness of the GR model is significantly influenced by the teacher's ability to implement it. Teachers who skillfully guided students through the reading process fostered an environment conducive to learning, confirming Nicholas et al. (2021)'s findings on the importance of teacher proficiency in reading strategy application. The success seen in the post-test results can be attributed to the structured and supportive learning environment facilitated by the teachers. The effectiveness of the GR model is strongly tied to the teacher's proficiency in guiding students through the reading process. Dadabhoy and Dadabhoy (2021) affirmed that reciprocal teaching, a scaffolded approach involving predicting, clarifying, questioning, and summarizing, significantly enhances reading comprehension and academic performance. Similarly, Brevik (2019) observed that successful reading comprehension instruction requires daily use of guided reading strategies that teachers must align with their students' learning needs (Brevik, 2019).

The findings suggest that effective literacy instruction is not solely dependent on the curriculum but also significantly on how it is delivered. The teacher's role in modeling and scaffolding cannot be overstated. Educators must be well-trained not only in the pedagogical knowledge related to literacy but also in interpersonal skills that enable them to connect with students on an individual level. This dual focus is crucial for the implementation of literacy programs that are responsive to the diverse needs of students. Effective literacy instruction depends significantly not just on the curriculum but also on its delivery, where the teacher's role in modeling and scaffolding is critical. Hartman, Renguette, and DiGennaro Seig (2018) emphasized the importance of problem-based learning (PBL) in professional development, enhancing teachers' ability to integrate literacy development in content areas, thereby catering to diverse student needs through collaborative and active learning opportunities. Additionally, Rodrigues Silva and Campos (2022) noted the empowerment that comes from collaborative virtual sessions, allowing teachers to reflect on their literacy practices and gain new perspectives, essential for connecting with students on an individual level.

Furthermore, the findings highlight the need for continuous professional development for teachers in the GR model. Regular training sessions should be provided to update teachers on the latest literacy strategies and technologies. Additionally, support

systems such as peer mentoring and collaborative teaching should be established to encourage the sharing of best practices and to provide emotional and professional support to teachers. The need for continuous professional development is highlighted in the GR model, where regular training updates teachers on the latest literacy strategies and technologies. Crawford-Garrett et al. (2020) discuss how participatory action research in teacher inquiry communities can enhance educators' critical literacy practices, fostering a responsive approach to student needs. To further support this, Hobbs and Coiro (2019) illustrate the need for professional development programs to focus on reflective practice and collaborative inquiry, enabling educators to personalize learning effectively.

Finally, these findings carry significant implications for educational leadership. School administrators and policymakers must recognize the pivotal role of teachers in literacy education and ensure they are adequately supported. This includes allocating resources for professional development and providing adequate time and space for teachers to prepare and implement literacy lessons effectively. By investing in teachers, educational leaders can significantly enhance the quality of literacy education, thereby improving overall student outcomes. Significant implications for educational leadership emerge from these findings, underscoring the necessity for administrative support in literacy education. Wambugu, Stutchbury, and Dickie (2019) highlight how school-based professional development fosters collaborative learning among teachers, improving their instructional techniques. Furthermore, Zheng and Ye (2022) stress the role of teacher leadership in sustaining professional development communities, which is crucial for enhancing the quality of literacy education. By investing in such supportive structures, educational leaders can ensure that literacy education is both effective and equitable, addressing the comprehensive needs of students.

IV. CONCLUSION

The findings from this study underscore the transformative impact that the Guided Reading (GR) Model can have on literacy competence (LC) when embedded within a sociocultural framework. The research has demonstrated a significant enhancement in literacy skills among elementary students, marked by improved comprehension and vocabulary acquisition and an evident shift from literal to interpretive understanding of texts. This progression is not merely academic but also fosters increased enthusiasm and motivation for reading as students engage more deeply and meaningfully with the reading material. Furthermore, the study highlights the crucial role of sociocultural factors, such as access to appropriate reading facilities, active parental involvement, and the judicious use of technology, collectively influencing the efficacy of literacy programs. These elements contribute to a more holistic development of literacy skills, equipping students not only with the ability to decode and comprehend text but also to connect with and critically analyze the content.

The implications of this study are manifold, particularly for educational policy and classroom practice in Indonesia and similar contexts. First, there is a clear need for policies that enhance access to diverse and culturally relevant reading materials in schools, which can support the GR Model's goals. Schools should be encouraged to develop libraries and reading corners that are well-stocked with books that reflect the sociocultural diversity of the student population. Additionally, teacher training programs must emphasize the development of skills needed to implement guided reading effectively, including strategies for integrating sociocultural content that resonates with students' lives. Finally, the positive correlation between parental involvement and improved literacy outcomes suggests that educational initiatives should also include components that engage parents and caregivers, providing them with strategies to support their children's literacy development at home. Through such comprehensive approaches, the potential of guided reading to empower students and enhance their literacy skills can be fully realized, paving the way for more inclusive and effective education systems.

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