

THE EFFECTIVENESS OF THE STUDENT BASIC LITERACY-BASED GRAPHOLOGY SYSTEM (SINGO MBOIS) AT MALANG PUBLIC JUNIOR HIGH SCHOOL 27 IN SUPPORTING THE SCHOOL'S LITERACY PROGRAM

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Abstract. This study aims to analyze the effectiveness of the Graphology System Based on Students' Basic Literacy (SINGO MBOIS) in supporting the School Literacy Program at SMP Negeri 27 Malang. Basic literacy, including reading, writing, and listening skills, plays an essential role in students' learning success. This research employed a quantitative descriptive approach with data collected through questionnaires distributed to 288 students from grades VII, VIII, and IX. The instrument used a Likert scale to measure students' responses across several literacy indicators. Data analysis was conducted using percentage calculations to determine the level of effectiveness. The results show that the average effectiveness of the SINGO MBOIS program reached 76%, categorized as high. Most indicators, such as reading comprehension, writing ability, and learning motivation, demonstrated positive outcomes. However, aspects such as handwriting neatness and audio-based listening still require improvement. Overall, the SINGO MBOIS system is effective in enhancing students' literacy skills and can be considered an innovative approach to strengthening literacy programs in schools.

Keywords: literacy, graphology, writing skills, school literacy program, SINGO MBOIS.

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1. INTRODUCTION

Basic literacy is a fundamental skill that students must possess to support successful learning in school. Basic literacy encompasses the skills of reading, writing, and understanding information, which serve as the foundation for the development of students’ critical thinking and communication skills. In the Indonesian education system, strengthening literacy is a key priority that is implemented through various educational programs, including the School Literacy Movement (GLS). The School Literacy Movement is a comprehensive effort that involves the entire school community to foster a culture of literacy within the educational environment [1]. UNESCO states that literacy is an individual’s ability to access, understand, and use information effectively in various life context [2].

Writing skills, as part of basic literacy, play a crucial role in helping students express their ideas, experiences, and understanding of information. The writing process is not only about the ability to organize ideas systematically but also encompasses technical skills such as neatness, legibility, and consistency in handwriting. Writing is a complex process that involves cognitive, linguistic, and motor skills in producing text that readers can understand [3]. However, in school learning practices, the evaluation of writing skills often focuses more on the content of the writing than on the quality of students’ handwriting. Emphasizes that writing involves the integration of various interrelated mental processes to produce meaningful text[4].

One approach that can be used to observe the characteristics of students’ handwriting is through graphological analysis. Graphology is the study of the form and patterns of handwriting to understand an individual’s habits or characteristics when writing. In an educational context, graphological analysis can be used to observe the legibility, neatness, letter size, and consistency of students’ handwriting. [8] explains that handwriting analysis can be used to identify the development of writing skills and fine motor skills related to students’ literacy activities [5] also adds that the quality of handwriting is closely related to the development of motor coordination, which influences students’ learning abilities.

A number of previous studies have examined the implementation of literacy programs in school instruction. Research conducted by [6] shows that regular reading and writing activities can improve students’ ability to comprehend information. In addition, [7] also emphasize the importance of effective writing instruction strategies for improving students’ literacy skills. Other studies have shown that handwriting analysis can provide insights into the development of students’ writing skills [8]. However, most of these studies still focus on literacy instruction strategies and have not extensively examined the use of graphology as a system specifically designed to support school literacy programs.

Based on a review of previous research, there are several research gaps that form the basis for this study. First, research on school literacy has largely focused on reading activities and the development of literacy habits, while evaluations of students’ writing skill development remain limited. Second, studies on graphology are more frequently applied in the fields of psychology or individual character analysis than in the context of school learning. Third, research examining the effectiveness of school innovation systems in supporting literacy programs is also still relatively limited, particularly at the junior high school level. Therefore, research is needed to examine the effectiveness of a system that can support the implementation of school literacy programs in a more structured manner.

As a form of innovation to support school literacy, SMP Negeri 27 Malang has developed the Student Basic Literacy-Based Graphology System (SINGO MBOIS). This system is designed to help teachers monitor the development of students’ writing skills through systematic handwriting analysis. In addition to serving as an evaluation tool, this system also encourages students to improve the quality of their writing so that it is neater, clearer, and easier to understand. This study aims to analyze the effectiveness of the Student Basic Literacy-Based Graphology System (SINGO MBOIS) in supporting school literacy programs through a quantitative approach. The novelty of this study lies in its effort to measure the effectiveness of the graphology system as a school innovation in supporting the strengthening of student literacy in a more structured manner.

2. RESEARCH METHODS

This study employs a quantitative approach using a descriptive research design. The quantitative approach was chosen because this study aims to objectively measure the effectiveness of the Student Basic Literacy-Based Graphology System (SINGO MBOIS) using numerical data. A descriptive research design was selected to describe the conditions and level of effectiveness of the implemented system without

manipulating variables. This study was conducted at SMP Negeri 27 Malang, the site where the literacy-based graphology system was implemented. [9] states that a quantitative approach is used to test variables through numerical data analyzed statistically to draw conclusions. The research subjects consisted of seventh-, eighth-, and ninth-grade students participating in the school's literacy program.

The data collection method used in this study was a questionnaire designed based on basic literacy indicators, namely reading, listening, writing, and students' affective aspects. The questionnaire used a Likert scale with a score range of 1 to 5, which reflects the respondents' level of agreement with the given statements. Each indicator was organized into several items relevant to the research objectives. The questionnaire was then distributed to students selected as the research sample. A questionnaire was chosen because it can measure students' perceptions and experiences systematically and efficiently.

The research instrument used was a closed-ended questionnaire developed based on the effectiveness indicators of the SINGO MBOIS program. This instrument was designed to measure the program's success in improving students' literacy skills. The scores obtained from the respondents were then processed into quantitative data. This data was subsequently converted into percentages to facilitate the interpretation of the research results. This instrument serves as the primary tool for objectively measuring the program's effectiveness.

The data analysis process in this study was conducted in several stages, namely: (1) collecting questionnaire data from all respondents, (2) grouping the data based on research indicators, (3) calculating the total score and average value for each indicator, (4) converting the values into percentages, (5) interpreting the results based on predetermined categories, and (6) presenting the data in the form of tables and narrative descriptions. These stages were carried out systematically so that the research results could accurately depict the system's level of effectiveness.

3. RESULTS AND DISCUSSION

Based on the results of analyzing survey data from 288 seventh-, eighth-, and ninth-grade students at SMP Negeri 27 Malang, a general picture of the effectiveness of the Student Basic Literacy-Based Graphology System (SINGO MOIS) was obtained. The collected data were analyzed using a quantitative descriptive approach, with scores converted into percentages. The analysis results show that most indicators fall into the "high" category. This indicates that SINGO MOIS has been well received by students. Furthermore, these results also reflect improvements in basic literacy skills, including reading, listening, and writing.

No	Indicators	Percentage(%)	Category
1	Reading the worksheet	78%	High
2	Understanding the Text	77%	High
3	Careful reading	78%	High
4	Listen to the audio	70%	Midle
5	Understanding Audio	74%	High
6	Focus on listening	78%	High
7	Completing the worksheet	78%	High
8	Write a clear answer	77%	High
9	Putting Writing Ideas into Words	76%	High
10	Neatness of handwriting	67%	Midle
11	The courage to express one's opinion	72%	High
12	Attention to letterforms	74%	High
13	Helping with learning	78%	High
14	Boosting morale	76%	High
15	Improving literacy	79%	High

Based on the table, it can be seen that the average effectiveness rate of the SINGO MBOIS program stands at 76%. This figure falls into the "high" category and indicates that the program is performing well. The indicator with the highest score is the 79% increase in school literacy. This shows that the program has had a significant impact on the culture of literacy in schools. Conversely,

the indicator with the lowest score is neat handwriting at 67%, which is still in the “fair” category and requires further attention.

The research results show that the Student Basic Literacy-Based Graphology System (SINGO MBOIS) is highly effective in supporting school literacy programs. This is indicated by an average percentage of 76%, which falls into the high category. This high score indicates that the program is capable of having a positive impact on students’ literacy skills. Furthermore, the majority of indicators showed consistent results in the high category. [2] explains that a program’s effectiveness can be measured by its success in achieving its objectives and its impact on students.

In terms of reading, students demonstrated strong abilities in understanding and processing information from reading materials. This is evident from the reading indicator percentages, which ranged from 77% to 78%. Strong reading skills are a crucial foundation for the development of students’ literacy. This finding aligns with the view of [4], who state that reading is the primary foundation of the learning process. Therefore, the SINGO MBOIS program has proven effective in supporting the improvement of students’ cognitive literacy skills.

In terms of listening comprehension, the research results show that the audio comprehension indicator scored 70%, which falls into the “fair” category. This score is lower than that of other indicators, suggesting limitations in this area. This may be due to several factors, such as the quality of the audio media used or the students’ level of concentration. Additionally, the method of presenting the material can also affect the effectiveness of listening activities. Therefore, improvements are needed in this area to achieve more optimal results.

In terms of writing, students demonstrated fairly good ability in expressing their ideas and answering questions in writing. This is evident from the percentage, which ranged from 76% to 77%. However, the handwriting neatness indicator received the lowest score at 67%. This indicates that the graphological aspects related to the aesthetics and regularity of handwriting still need improvement. [11] state that the quality of handwriting affects legibility and the effectiveness of communication in learning.

From an affective perspective, the SINGO MBOIS program has a positive impact on students’ motivation to learn. This is evident from the high percentages for the indicators “helping with learning” and “improving school literacy,” which reached 78% to 79%. These high scores indicate that students feel supported by this program. Furthermore, the program has also been effective in boosting students’ enthusiasm for participating in literacy activities. [10] explain that intrinsic motivation plays a crucial role in enhancing student engagement in the learning process.

4. CONCLUSIONS

Based on the results of the research conducted, it can be concluded that the Student Basic Literacy-Based Graphology System (SINGO MBOIS) is effective in supporting the school’s literacy program at SMP Negeri 27 Malang. This is demonstrated by the average percentage scores falling within the high category, as well as the predominance of indicators showing positive results in the areas of reading, listening, and writing. These findings address the research question that the graphology system can serve as a learning innovation that supports the structured strengthening of student literacy. Furthermore, the research objective of analyzing the system’s level of effectiveness has been achieved through the results of a descriptive analysis showing an improvement in students’ literacy skills. [7] states that literacy is a key competency required by students to face global challenges in the modern era.

More specifically, the conclusions drawn from this study are as follows. First, the SINGO MBOIS program is effective in improving students’ reading skills and comprehension of literacy materials. Second, this program also improves students’ writing skills, although the neatness of their handwriting still needs improvement. Third, this program has a positive impact on students’ motivation to learn, as evidenced by their increased enthusiasm and engagement in literacy activities. Fourth, the audio-based listening component still requires further development to achieve optimal results. Overall, this program demonstrates good effectiveness while also identifying areas for improvement in certain aspects.

This study also provides insights into the future prospects for developing the SINGO MBOIS program. Future development could focus on improving the quality of learning materials, particularly in terms of audio and exercises to improve students’ handwriting neatness. Additionally, future research could employ more complex quantitative approaches to examine the relationships among variables in greater depth. The implementation of this program could also be expanded to other educational levels to assess the consistency of its effectiveness. The results of this study are expected to serve as a foundation for the development of

graphology-based learning innovations to support the strengthening of literacy in various educational institutions.

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