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School Factors Influencing Indonesian Student Reading Literacy based on PIRLS Data 2006 and 2011

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Abstract: The purpose of this is to examine how school factors (school sector, teaching and instruction, school resources and technology, school climate, school teachers and leadership activities) influenced reading literacy, and investigate how the factor interacts with reading aspects (reading experience, process and comprehension, and reading attitudes and behaviours). The study uses Progress in International Reading Literacy (PIRLS) 2006 and 2011 data that was categorized as secondary data. The study is quantitative research and employs Rasch and hierarchical linear modelling (HLM) analyses. The subjects of data 2006 are 4774 and 2011 are 4779 Primary-School students nested within 158 schools sampled using a random sampling technique. Findings of the study reveal that only some school factors were influential. There were identifiable significant correlations between reading literacy and school factors—such as school sector and teaching instruction—in 2006, and between school sector, teaching instruction and leadership activities in 2011.

Keywords: school factors, reading literacy, reading aspects