Implementation of School Literacy Programs in Increasing Students' Reading Interest at SMK Ma'arif Nu Talang

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Abstract. The purpose of this study is to address the issue of low interest in reading among students at SMK Ma'arif NU Talang by implementing the School Literacy Movement (GLS) program, which focuses on intensifying reading habits. The program begins with socialization activities for teachers and students to promote the importance of literacy culture and improve professionalism in teaching and learning. The School Literacy Movement consists of three stages: fostering enjoyable reading habits, developing reading interest, and implementing literacy-based learning. This qualitative descriptive research includes data collection, analysis, interpretation, and conclusion based on data analysis. Informants for this study are Class X students from the Office Management and Business Services Program (MPLB) at SMK Ma'arif NU Talang, selected through non-probability and snowball sampling methods. Data analysis involves codification, classification, and interpretation, utilizing the QDA Miner application program. The research findings demonstrate the successful implementation of the School Literacy Movement in increasing students' reading interest through habituation activities.

Keywords: Reading Interest, GLS, Descriptive Qualitative, *QDA Miner*.

1. Introduction

The growth and development of other sectors in human life triggers the development of Science and Technology. The phenomenon mentioned above cannot be explained by globalization which causes interaction between humans to increase, so that there is a spread of science and technology to every country. The economic, social, religious, cultural, and educational sectors that aregreatly affected by the development of science-based technology and science and globalization.

The impact of the crisis in the field of education can be seen with the existence of international student exchange programs. Teaching programs to students also allow the development of knowledge linked to the characteristics of the nation, the environment, and perhaps even the human character there. In terms of knowledge and technology transfer, student tutoring programs have the potential for knowledge and technology transfer until they are implemented in the education systems of each participating country[1,2].

The most important impact of the development of science and technology on the world of education is the development of computers and other digital technologies, as well as network systems or networking known as the internet. Internet makes it easy for students to access information and complete assignments quickly. Computers and the internet make it easy for students to access information and complete assignments quickly. The availability of learning media on the internet makes it easier for everyone to access and use it. Information related to

education and science systems in developed countries can be easily accessed by students, teachers, and other parties who work and have concerns for education even though they live in the country.

Despite having many positive impacts, the advancement of science and technology due to globalization has given rise to several problems, one of which is the inability of society to use technology effectively. One example of this condition can be seen from the inability of the academic community to use the e-learning system in their current study program. In addition to illiterate teachers, a minimal internet filter system that provides information to all students has reservations about internet use, making it counterproductive to e-learning. Students increasingly use the internet as a creative outlet rather than optimizing its function as an educational and creative tool. Features that offer services limited to videos, online games, and other recreative features on the internet positively impact student creativity and creativity[3,4].

Based on a survey conducted by the Central Statistics Agency in 2015 and reinforced by UNESCO data and *Central Connecticut State University* , the literacy culture of Indonesian people is ranked 60 out of 61 countries surveyed. This indicates that the literacy tradition in Indonesia is relatively low compared to other countries. From the survey results, it is known that of Indonesian people aged 10 years and over, only 17.58% have a penchant for reading books, newspapers, or magazines. That means that 82.42% of the population studied did not like reading. One of the reasons for the low and decreased interest in reading Indonesian people is the public's penchant for using television and the internet as entertainment and information media [5].

The decline in reading interest among students must be addressed wisely accompanied by planned, directed, measurable, and systematic strategies, so that student activities related to the use of technology do not go out of the corridor of achieving the goals of providing education and learning. Interest and ability to read are part of literacy skills. Along with the development of communication and information technology, literacy has also undergone a paradigm shift. Literacy activities are not only related to conventional reading and writing activities, but also related to digital literacy activities and skills.

[6] argues that interest in reading grows as a manifestation of awareness that arises in individual riri. This opinion is in line with [7] which states that interest in reading is a force that encourages children to pay attention, feel interested and happy about reading activities so that they want to do reading activities of their own accord. Based on the opinions of experts, it can be seen that m inat b aca is influenced by internal and external factors, so that minat b aca can be interpreted as an internal and external drive that a person has to do reading activities in a fun, without coercion, and full awareness[8–10].

Many studies reveal the low level of education in   Indonesia, so the discourse can be used as an axiom on the implementation of the School Literacy Movement program held at SMK Ma'arif NU Talang. The School Literacy Movement is expected to increase learning activities at SMK Ma'arif NU Talang can be carried out optimally. Based on this background, the author is interested in researching the Application of the School Literacy Movement (GLS) towards Increasing Student Reading Interest at SMK Ma'arif NU Talang.

2. Methods

This research is included in the category of qualitative descriptive research types, this study describes data related to situations, attitudes, and views related to implementing the School Literacy Movement (GLS) at SMK Ma'arif NU Talang. The problems that can be researched using qualitative descriptive research refer to quantitative studies, comparative studies (comparisons),

and can also be a correlational study (relationships) between one element and another. This research activity includes data collection, data analysis, data interpretation, and ultimately, a conclusion that refers to the data analysis is formulated. The purpose of this research is not only to explain thoroughly the problems to be researched and observed but also there are other purposes. This qualitative descriptive research will be a guideline for us when conducting a research[11–13].

In conducting research, we need to follow the applicable rules or rules, so that the results obtained can be valid. Research methods are scientific way to obtain data with specific purposes and uses. The purpose of the scientific method is that research activities rely on scientific characteristics, namely *rational, systematic and empirical*. The resulting research data must also have certain criteria: valid, reliable, and *objective*. It is said to be *valid*, which shows the degree of accuracy/suitability between the data occurring in the object under study and the data obtained by the researcher. To obtain valid data in a study is certainly not easy, therefore the data that has been collected before the validity is known, and reliability and objectivity testing is carried out. Reliable and objective data, will usually be valid. On the contrary, valid data must be reliable and objective.

This research was conducted at SMK MA'ARIF NU Talang Tegal Regency. The location of SMK MA'ARIF NU Talang is very strategic because it is located between Tegal Regency and Tegal City. SMK MA'ARIF NU Talang is addressed at Jalan Raya Talang No.360 B, Talang District, Tegal, Central Java Province. Besides not being far from the highway, the school occupation is also in the middle of residential areas that run MSME businesses as a support for the economy of Tegal Regency. This research was carried out for 3 (three) months, starting from January – March 2022 at SMK Ma'arif NU Talang and participated in learning activities carried out so that it runs well and conducively.

The research data analyzed was sourced from informants or resource persons. According to the researcher's consideration, informants are people, figures, or parties who have a close relationship with research and have the information needed to answer the research problem. The informants involved in this study were Peserta didik Kelas X SMK Ma'arif NU Talang. Determination of the number of informants in this study using the *non-probability sampling* method. There are several techniques for determining the number of informants in the *non-probability sampling* method. Under the characteristics in this study which wants to reveal the Application of the School Literacy Movement Program (GLS) in IncreasingReading Interest and Didik at SMK Ma'arif NU Talang, the method used is the *snowball sampling* technique.

The informant in this study was a Class X participant of the Office Management and Business Services Program (MPLB) of SMK Ma'arif NU Talang. The total number of participantsin the idik is 3, 7, and all of them are female. This study is qualitative data provides an overview of the application of the School Literacy Movement in improving school education and educationat SMK Ma'arif NU Talang. Data collection is a very important activity in research, because it serves as analytical material to find answers to problems to achieve research objectives. That is why data collection instruments must be handled seriously to obtain results that are in accordance with their usefulness. The techniques used in collecting data must be accurate and factual by using interview methods and distributing questionnaires.

The instruments used in thisstudy include: School Library Books as an instrument of observation of the application of the School Literacy Movement, List of questions as interview instruments, Image recording devices (HP / camera) as documentation media at the time of observationI and List of names of Pand Didik Other documents belonging to the school relate to research.

In order to gather the data for this study, interviews, observations, and documentation were used. Codification, classification, and interpretation are the three (three) stages of the data analysis procedures used in this work. Researchers use the Qualitative Data Analysis or QDA Miner application tool in the coding and data classification process.. Conclusions in descriptive research are carried out after the data interpretation process has been completed. The data that has been interpreted is then reduced or deposited so that the essence is known, so that researchers understand the purpose and meaning contained in it clearly, and lead to conclusions or answers about the problem under study.

3. Results and Discussion

This research was conducted to increase students' reading interest at SMK Ma'arif NU Talang through the School Literacy Movement. Although the understanding of literacy activities has expanded and is not limited to reading and writing activities in processing and understanding information, the essence of literacy activities cannot be separated from reading and writing . Therefore, the School Literacy Movement in research is more focused on reading and writing activities carried out by students. Before the School Literacy Movement was implemented, students already knew some of the benefits of reading. Some of the benefits of reading mentioned by informants are increasing knowledge and utilizing the time they have to be more useful.

Students' low interest in reading is caused by several factors, including the habit of utilizing digital media such as mobile phones and the frequent search for information through YouTube. In addition, the lack of reading books also makes students unaccustomed to reading activities. The situation related to this for a long time produces a snowball *effect* (snowball effect) that makes students lazy to do reading activities. When students are asked to do reading activities, some students quickly feel tired, bored and lose concentration, and even do deviant activities that have nothing to do with reading activities as instructed. Students who became research informants also said that no special allocation of time was used to carry out routine reading activities. Students only carry out reading activities at certain times such as before tests or exams. Basedon the information collected, it boils down to the picture of low interest in reading students caused by 3 (three) main things, namely the absence of reading books, the frequency of use of *mobile phones*, *youtube* applications, and social media, and the absence of special time provided for reading activities so that students are not accustomed to doing reading activities regularly. This has an impact on the low reading interest of students of SMK Ma'arif NU Talang.

On the other hand, internally students also lack personal motivation to do reading activities, because there is no routine habit to do reading activities and the purpose of reading is centered on the importance of taking tests and exams. Other internal factors that affect the low interest in reading students are also caused by the habit of utilizing cellphones and several applications in daily activities carried out. Meanwhile, judgingfrom external factors that affect the low interest in reading students at SMK Ma'arif NU Talang, it is known that the lack of supporting facilities causes students to be less encouraged and accustomed to doing reading activities. Limitations in accessing reading resources make students further away from reading activities as a routine activity carried out. The response that arises from students when doing reading activities also indicates low interest in reading.

The School Literacy Movement in research is aimed at increasing students' reading interest. The School Literacy Movement is carried out in 3 (three) stages, namely thehabit of fun reading; Development of reading interest; and Literacy-based Learning. Fun reading habits are the initial stage carried out to foster reading motivation in students. To support the habit of reading, looping is carried out so that students can enjoy the process and ultimately realize that reading is

not boring but fun. Students can own this feeling of pleasure if they have felt the benefits of the activities carried out. The types of reading most chosen by learners at this stage are fiction novels, tabloids, and *folklore* (folklore). The choice of this type of reading is motivated by the interest of students without intervention from anyone, so that students carry out voluntary reading activities.

At the adventure or repetition stage, students begin to be directed and know the actions that must be done before learning activities are carried out and the type of reading to be chosen. The average student continues reading the book the previous meeting had read. This indicates the consistency of students' interest in the type of reading they like. If before the School Literacy Movement activity was carried out, the informant said that reading was boring, the assumption changed after students felt the benefits of reading activities and began to get used to reading activities before learning was carried out. From the results of reflection, it is also indicated that there has been an increase in motivation or interest in reading students. It is known from the proposal submitted that the number of books in the Reading Corner, a class library, is added with more diverse types. As a follow-up to the results of reading habituation that has been carried out for 4 (four) repetitions, the teacher includes literacy elements for 15 minutes as a pre-learning activity in the Learning Implementation Plan (RPP). In addition, teachers also expand the reading room by utilizing digital libraries that students can access in reading habituation activities in class. The digital library link that students can access is the digital library of the Ministry of Education and Culture with *an identity link* (network identity) https://pustaka-digital.kemdikbud.go.id. This turned out to have a positive impact. In addition to utilizing books available at the Reading Corner, some students also utilize the Digital Library of the Ministry of Education and Culture.

The next stage of School Literacy Activities is the development of reading interest. Teachers and students visit the library at this stage to carry out reading literacy activities. The development of reading interest is an activity carried out to increase the motivation or interest in reading students through the Literacy Hour. Literacy Hours are carried out for 2 (two) hours of lessons by teachers and students in the school library. Through the Literacy Hour, students can choose more diverse types of reading according to their respective interests with a greater number and variety of readings than the Reading Corner in class.

From the research conducted, it is known that there has been a change in students' attitude in carrying out reading activities that were previously not routine. After repetition of reading activities in class, the observations showed a change in attitudes shown by students. In addition to some students who showed better interest in reading, others also showed a positive attitude when reading activities were carried out. This positive attitude can be seen from the attitudes and behaviors shown by students and the selection of the types of books read.

In addition to being guided by the School Literacy Movement Master Book and School Literacy Movement Guide published by the Ministry of Education and Culture, the School Literacy Movement implemented at SMK Ma'arif NU Talang is also under literacy principles. Several things have been implemented in Phase I and II of the School Literacy Movement at SMK Ma'arif NU Talang, in stage III, namely Literacy-Based Learning. At the Literacy-Based Learning stage, students who have read an Anecdotal book entitled The Story of 1001 Malam Abunawas Sang Penggeli Hati carry out further activities by making a synopsis as well as the activities carried out in stage II. The difference between literacy activities in stage II and stage III lies in the practice as well as the cold goals achieved.

If in stage II the purpose of the activity is to increase the reading motivation of students, then in stage III literacy activities are collaborated with more directed and measurable learning objectives by involving the 4 C's (*Critical Thinking*, *Creativity, Collaboration, Communication*) according to the 21st century learning program. From the activities of the School Literacy Movement in phase III that have been carried out, students show an increase in interest in reading

that is increasingly positive. In addition to better reading skills, which is shown by the ability to capture the implied message of the story read, students also have the ability to re-express the story in a structured manner and understand the characters in it. This indicates that in the School Literacy Movement in phase III, SQ3R consisted of *Survey, Quetions, Read, Recite, Review*; Skimming or skimming; and *Scaning* or scanning. The application of *SQ3R, Skimming*, and *Scanning* carried out by students in stage III is carried out through the process of critical thinking, creative thinking and acting, collaborating, and communicating work results through a compiled synopsis and discussions carried out.

Based on the results of the research and the description that has been submitted, it can be concluded that through the implementation of the School Literacy Movement implemented at SMK Ma'arif NU Talang has been able to increase students' interest in reading and literacy skills . This is known from the attitude shown when carrying out reading activities, understanding of the benefits of reading, activeness in collaborating in the class discussion process, and the ability to compile a synopsis as the final work in the School Literacy Movement. In addition to the increase in reading interest that students have achieved after implementing the School Literacy Movement at SMK Ma'arif NU Talang, the results obtained from these activities are also able to increase students' vocabulary, increase insight, the ability to understand and interpret information, communicate information in writing and verbally (orally), and improve the ability to analyze critically according to the tasks given.

4. Conclusion

Based on the results of research and discussion, it can be concluded that:
1. The School Literacy Movement (GLS) program implemented to increase students' reading interest at SMK Ma'arif NU Talang is carried out in 3 (three) stages, namely the stage of fun reading habits, the development of m inat baca, and thelearning of lbased l iteration. Fun reading habits aim to change the unfamiliarity of students doing reading activities into reading habits. The development of reading aims to increase students' motivation to carry out reading activities. Learning basedon iterations aims to integrate literacy activities with learning activities according to the curriculum and national education goals.
2. Students and teachers agreed that implementing the School Literacy Movement Program (GLS) increased students' reading interest at SMK Ma'arif NU Talang. This is known from the results of reflection which shows changes in perceptions, attitudes, and actions shown by students related to reading activities before, during, and after the School Literacy Movement is implemented. Specifically, the teacher conveyed the results of the reflection that an increase in students' reading interest was seen after the implementation of Literacy Hours in Phase II and Phase III, so it can be concluded that habituation to reading habits can increase students' reading interest.
3. The implementation of the School Literacy Movement Program (GLS) which was carried out in 3 (three) stages of activities showed the results of increasing students' reading interest at SMK Ma'arif NU Talang. The increase in students' interest in reading is influenced by several things, namely the habituation of reading activities, the provision of literacy media in the form of printed books and electronic books, increasing students' knowledge related to electronic books that can be accessed as reading materials, as well as the appreciation and literacy activities that are systematic, continuous, directed, and purposeful.

Based on the results of research related to the implementation of the School Literacy Movement (GLS) in increasing the reading interest of students at SMK Ma'arif NU Talang, several things need to be considered by the school and Students include:

1. There needs to be motivation and habituation of reading activities from teachers so that students' interest in reading increases and the need for the application of homework activities 15 minutes before the learning process takes place.

2. The availability of reading books gives students many choices of books in carrying out reading activities. Supported by the habituation of reading activities, the availability of books in large quantities and various types makes students feel more interested in determining the choice of books to be read.

3. There needs to be appreciation to students, because appreciation contributes to achievement that is not only shown by an increase in grades but also changes in perceptions and attitudes in a better direction.

4. It is necessary to establish policies related to the implementation of the School Literacy Movement program, the addition of literacy media in the form of reading books and other literacy media, as well as other programs that support the creation of a literacy education environment at SMK Ma'arif NU Talang.

5. The need to increase reading activities by utilizing reading books (printed books) and electronic books to support learning activities and improve knowledge and skills in reading and compiling written works.

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