

Implementation of the School Literacy Movement to Increase Students' Interest in Reading at MTsN 1 Jember

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Abstract: *This research aims to examine the implementation of the school literacy movement. To answer the research questions above, the author will use a literature study type of research. The type of data used is secondary data, the data collection method is library research. The data obtained is compiled, analyzed and concluded so as to obtain conclusions regarding literature studies, by means of literature research. The results of the research show that school literacy programs must continue to be implemented to increase students' interest in reading, because through optimizing reading and literacy it will greatly influence the understanding, reasoning and skills needed by students and will be useful for the nation's progress in the future.*

Keywords: Implementation, School Literacy Movement and Interest in Reading

1. INTRODUCTION

In Indonesia, literacy skills are still very low compared to other ASEAN countries such as Singapore, Thailand, Malaysia and Vietnam. In this era of digital reliance, many parties are encouraging the Literacy Movement. Literacy is closely related to reading, which cannot be separated from each other (Yunus Abidin: 2017)

In a survey conducted by UNESCO on PISA (Programme International Student Assessment) research, Indonesia's PISA ranking for reading in 2018 was in 74th position and will be ranked 71st in 2022. The mathematics ranking rose from 73rd in 2018 to 70th in 2022.

GLS is one solution that can be implemented. GLS is a School Literacy Movement. With the Literacy Movement, this school is trying to create a reading habit for students. This habituation is carried out with a 15 minute reading activity (the teacher reads a book and the school community reads silently, which is adapted to the context or school targets). When the habit of reading is formed, it will then be directed to the development and learning stages. However, in reality, during this GLS activity, there were several students who did not want to read because one of the reasons was sleepiness. So teachers must be patient in responding to this, the way educators train and force them until it finally becomes a habit. Habits that are carried out continuously will give birth to a system within students. This habit is very important because literacy skills do not just appear instantly (Ni Nyoman Padmadewi, Luh Putu Artini 2018).

Low interest in reading is a problem that must be overcome. The steps that must be taken to overcome the problem of low interest in reading are by optimizing literacy movements among students in each school. The School Literacy Movement is a program that involves all school members (teachers, students, parents/guardians) and the community, which aims to make reading a habit and increase knowledge.

This literacy movement, which includes schools, families and society, begins with fostering interest in reading in students, getting used to reading, improving reading skills, skillfully using various media, with the aim of increasing knowledge. The factors that cause low interest in reading are that students are not used to reading, students tend to prefer watching rather than reading, the reading books that students own are still very limited, and students spend more free time playing with gadgets for social media rather than reading articles or searching for knowledge on social media. Internet.

2. RESEARCH METHODS

This research uses a qualitative descriptive approach with a literature study method. The type of data used is secondary data. This research will be carried out from 2024-... The subject of this research is GLS optimization, while the objects of this research are teachers and students. The data collection method is literature study. The method that will be used for this assessment is literature study. This research data comes from literary sources, both books and journals related to interest in reading, plus secondary books related to this problem. The data obtained is compiled, analyzed and concluded to obtain conclusions regarding the literature study. The analysis technique in this research is to search for research topics, group literature in research, search for related themes, and carry out description and analysis of existing data.

The type of research used is library research or literature study where researchers rely on various literature to obtain research data and use a qualitative approach because the data produced is in the form of words or descriptions.

3. RESULTS & DISCUSSION OF RESEARCH

The research conducted emphasizes the importance of school literacy programs in increasing students' interest in reading and literacy skills. Through the implementation of

various strategies and programs, such as the School Literacy Movement, this research aims to increase student motivation and involvement in reading activities.

Research findings show that high motivation in interest in reading is a significant indicator of literacy. The School Literacy Movement initiated by the government plays an important role in fostering a love of reading among students. By promoting a reading culture in schools and providing access to quality reading materials, this program aims to foster reading habits and increase students' literacy levels.

Furthermore, this research highlights the need for continued efforts in implementing school literacy programs to maintain and increase students' interest in reading. By optimizing reading and literacy practices, students can develop important skills such as comprehension, critical thinking, and problem solving, which are critical to their future success and the nation's progress.

This research underlines the importance of the school literacy movement in fostering students' interest in reading and fostering a culture of literacy in the educational environment. By improving reading habits and providing adequate resources, schools can empower students to become lifelong learners and critical thinkers, thereby contributing to their academic achievement and overall personal development.

The madrasa literacy movement is a systematic effort to improve reading, writing and critical thinking skills among madrasa students. This literature review aims to identify concepts, strategies, challenges and successes of the literacy movement in madrasas by referring to relevant research and theory.

Literacy in the madrasa context is not only limited to the ability to read and write, but also includes understanding and applying Islamic religious values. Literacy in madrasas includes basic literacy (reading and writing), information literacy, digital literacy and religious literacy.

The importance of literacy in madrasas is widely recognized for several reasons:

Literacy is the basis for developing other academic skills. Students who have good literacy skills tend to be more successful in other subjects.

Literacy helps students understand religious texts, such as the Koran and Hadith, which are an important part of the madrasa curriculum.

Literacy encourages students to think critically and analytically, which is important in solving problems and making decisions.

Several theories that support the literacy movement in madrasas include:

- Stephen Krashen Language Acquisition : Krashen suggests that reading is the most effective way to improve literacy

skills. In the madrasa context, this means encouraging students to read not only religious texts but also other reading materials that support literacy development.

- Tori Reader Response Louise Rosenblatt :This theory emphasizes the importance of interaction between the reader and the text. In madrasas, this approach can be used to encourage students to interpret and discuss religious and academic texts, which can increase their understanding and engagement.

- Albert Bandura's Social Learning Theory : Bandura argued that learning occurs through observation and social interaction. In madrasas, an environment that supports literacy and the active involvement of teachers and students can encourage effective learning.

Various strategies that can be used in literacy movements in madrasas include:

- Increased access to reading materials : Providing a complete library with a variety of books, including religious, scientific, historical and literary books.

- Integration of Literacy in the Curriculum : Integrating literacy activities into all subjects, so that literacy becomes an inseparable part of daily learning.

- Teacher Training: Provide training to teachers to develop effective and interesting literacy teaching methods.

- Use of Technology: Utilize digital technology to support literacy, such as e-books, learning applications and online learning platforms.

- Extracurricular Literacy Activities: Holding extracurricular activities such as book clubs, writing competitions, and book discussions to encourage students' interest in reading.

Some of the challenges faced in the literacy movement in madrasas include:

- Limited Resources: Limited access to quality books and reading materials.

- Time Limitations: Limited time in the curriculum for additional literacy activities.

- Lack of Support: Lack of support from parents and the community in supporting literacy activities.

- Digital Divide: Limited access to digital technology for some students, especially in rural areas.

Several studies show that literacy movements in madrasas can be successful if implemented well. This success can be seen from the increase in students' reading and writing abilities, as well as their increased interest in reading and involvement in literacy activities. Factors that support this success include:

- Support from Madrasah Leadership : Leadership that supports and prioritizes literacy can create a conducive environment for the literacy movement.

- Active Teacher Participation: Teachers who are trained and motivated to implement effective literacy strategies.
- Community Involvement: Support from parents and the community in supporting literacy activities in madrasas.

Several madrasas have succeeded in implementing innovative and effective literacy movements. The best examples include:

- Madrasas with Morning Reading Program: Hold daily morning reading sessions where all students read a book of their choice for 15-30 minutes.
- Madrasah with Digital Library : Using a digital library that provides access to thousands of electronic books and other resources.
- Madrasas with Book Clubs: Hold regular book clubs where students can discuss the books they read, exchange ideas, and recommend books to each other .

The literacy movement in madrasas is an important effort to improve students' literacy skills, which include reading, writing and critical thinking skills. By integrating educational theories, effective strategies, and support from various parties, this movement can help madrasa students become better readers and better prepared to face academic and daily life challenges.

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- Rosenblatt, L. (1978). **The Reader, the Text, the Poem: The Transactional Theory of the Literary Work**. Southern Illinois University Press.
- Bandura, A. (1977). **Social Learning Theory**. Prentice-Hall.
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This literature review provides a comprehensive theoretical and practical framework for understanding and implementing literacy movements in madrasas.

4. CONCLUSIONS

Based on research conducted by Nur Hidayah Firdaus Sa'arani in the JOIES Journal of Islamic Education Studies, the following conclusions can be drawn:

1. The implementation of school literacy movements such as the School Literacy Movement is very important in increasing students' interest in reading and literacy levels. These programs play an important role in promoting a reading culture and increasing students' motivation to use written materials.

2. High motivation in interest in reading is a main indicator of literacy and is important for students' academic success and personal development. By fostering a love of reading, schools can empower students to become skilled readers and critical thinkers.

3. Sustained efforts are needed to maintain and improve school literacy programs to ensure long-term benefits for students. By optimizing reading and literacy practices, schools can improve students' comprehension, reasoning, and communication skills, which are critical to their future success.

4. This research underlines the importance of providing access to quality reading materials and creating an environment that supports reading activities in schools. By prioritizing literacy education, schools can contribute to the overall development of students and the progress of the nation.

In short, this research highlights the positive impact of school literacy movements on students' interest in reading and emphasizes the need for sustainable initiatives to promote literacy and foster a reading culture in educational environments.

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