

## Implementation of School Literacy Movement in Improving Students' Reading Interests at SMPN 14 Mataram

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**Abstract:** The objectives of this study are: 1) To find out about how the implementation of the school literacy movement in increasing reading interest is implemented at SMP Negeri 14 Mataram; 2) To find out the literacy programs that have been developed to increase students' interest in reading; 3) To provide an overview of the inhibiting and supporting factors in implementing the school literacy movement in increasing students' interest in reading. Data collection techniques include observation, interview, and documentation. Data analysis is used for data reduction, data presentation, and conclusion. The results of the study showed that SMPN 14 Mataram had implemented the GLS program by instilling reading habits, and the principal made a School Literacy Team Decree, the GLS program used was Habituation, self-development, and insertion in learning. The implementation of GLS has a positive impact on the school community and the implementation of the literacy movement is still in the development stage. Developing Programs: 1) Reading and writing in the form of activities 15 minutes of reading; 2) Numeracy; 3) Science; 4) Digital; 5) Financial; 6) Culture and Citizenship; 7) Literacy festival. The supporting factors for the GLS program are the support of the principal and teachers the issuance of the School Literacy Team Decree, the availability of books, and GLS programs. Factors inhibiting GLS include students' lack of awareness and interest in reading, teachers are often late to class so that no one supervises students' literacy activities, limited books, and inadequate library buildings.

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### Introduction

In 2016, Indonesia was reported as a country with a society whose reading interest is still low compared to other countries. The government's efforts to increase Indonesian students' reading interest include implementing a literacy program called the School Literacy Movement (GLS). School literacy referred to in GLS is the ability to access, understand, and use something intelligently through various activities, including reading, seeing, listening, writing, and speaking according to Wiedarti (Muslimin, 2017). The school literacy movement can foster good character and strengthen the personality and character values of school residents with one of the literacy activities, namely cultivating reading by the National Education System Law No. 2 of 2003, article 4 paragraph 5 explains that education is organized by developing a culture

of reading, writing and arithmetic for all citizens and in the Regulation of the Minister of Education and Culture Number 23 of 2015 requires students to read books for at least 15 minutes before carrying out teaching and learning activities at school every day. This Permendikbud also states that the books read are non-textbook books. The essence of this policy is that reading needs to be made a habit. SMPN 14 Mataram is one of the schools that has implemented the GLS Program since 2015 and at the end of each semester always holds literacy competitions between schools such as synopsis competitions and retelling competitions that have been read. Based on the results of preliminary observations, it is known that the GLS Program has been well integrated with the implementation of the 2013 Curriculum and independent learning, Strengthening Character Education (PPK), and other school programs. The School Literacy Movement (GLS) with previous activities was 15 minutes, but since 2019 the school has agreed to add 20 minutes of reading before studying, equipped with a literacy journal card, and supervised by a scheduled teacher. The increase in students' reading interest, although not yet that high, is slowly but surely the trend is seen to continue to increase. This is based on the results of the analysis of student literacy journals that are filled in every time they finish reading a book every day. Based on the recapitulation of students' reading results through literacy journals, it can be seen that during the first months of the implementation of the school literacy movement for the 2024/2025 school year (March), there was a significant increase in students' reading interest when viewed based on the number of book pages read by students each week. From the journal data for class VII.E with 32 students, it can be seen that 28 students (88%) managed to read an average of 2-3 pages in week I and increased to 4-5 pages in week II/III and 6-8 pages in week IV. The remaining 2 students (6%) managed to read more than 3 pages in week I, 6-7 pages in week II/III and more than 8 pages in week IV. Meanwhile, 2 other students (6%) were only able to read 1 page each day during week I and a maximum of 5 pages in the last weeks. The same thing also happened in class VIII.F where with the same number of students as many as 32 people, there were 27 students (84%) who managed to read an average of 2-3 pages in week I, and this increased to 4-5 pages in week II/III and 6-8 pages in week IV. The remaining 4 students (13%) managed to read more than 3 pages in week I, 5-6 pages in week II/III and more than 8 pages in week IV. While 1 more student (3%) was only able to read 1 page every day during the week I and a maximum of 5 pages in the following weeks. If seen from the aspect of the types of books read by students, it can be seen that in both classes it is still dominated by non-fiction books where 23 students in class VII.E (72%) and 22 students in class VIII.F (69%) prefer non-fiction books while the remaining 9 students in class VII.E (28%) and 10 students in class VIII.F (31%) prefer fiction books. However, regardless of the type of books read, it can be said that the School Literacy Movement program at SMPN 14 Mataram has a significant impact on increasing students' interest in reading. So, based on the above, researchers are interested in studying in depth the Implementation of the School Literacy Movement in Increasing Students' Interest in Reading at SMP Negeri 14 Mataram in the 2024/2025 Academic Year.

## Research Method

This type of research is qualitative research using qualitative descriptive analysis, where the researcher will describe how the implementation of the school literacy movement increased the reading interest of students at SMP Negeri 14 Mataram. Qualitative research is research that emphasizes quality or the most important thing about the nature of a good/service. The most important thing about a good or service is an event or phenomenon (Satori Djarm'an,

Komariah Aan, 2017). The location of this research was conducted at SMP Negeri 14 Mataram which is located at Jln. Brawijaya No.23 Cakranegara, Mataram City. The time of the research was conducted in October of the 2024/2025 Academic Year. The determination of the time of the research took into account the focus of the research and the research capabilities.

The data sources for this researcher are primary data sources and secondary data sources. Primary data sources are those that provide direct data to researchers or can be said that data is obtained directly by research subjects as sources of information such as observations of school conditions, school facilities, interviews with the principal, head of the curriculum, and head of the library. While secondary data sources are data obtained through intermediaries or indirectly obtained by researchers or research subjects, this data is in the form of documents or report data that is already available such as student data, literacy team decrees that include literacy programs, student literacy journals, library loan books, library visitor books, examples of books read in literacy activities.

In this study, the data collection techniques used by researchers were observation, interviews, and documentation. 1) Observation. Observation is used by researchers to obtain initial data on the achievements and implementation of GLS in schools, direct observation and recording information related to school literacy movements, observing the condition of schools, facilities and infrastructure to continue a study. 2) Interview. According to Sudjana (Satori Djam'an, Komariah Aan, 2017; 130). an interview is the process of collecting data or information through face-to-face meetings between the questioner and the interviewee. Meanwhile, according to Satori Djam'an, and Komariah Aan, (2017;130), interviews are a data collection technique to obtain information that is excavated from direct data sources through question-and-answer conversations. Interviews are used to obtain direct information from research informants such as principals, curriculum vice principals, library heads, and Indonesian language teachers. 3) Documentation. Documentation is a data collection technique through tracing written and graphic documents regarding school literacy movements such as student data, literacy team decrees that include literacy programs, student literacy journals, library loan books, library visitor books, and examples of books read in literacy activities.

The data analysis technique used is descriptive narrative. This technique according to Miles and Huberman (Satoru Djam'an et al., 2017) is applied through three flows, namely: Qualitative data analysis methods which include: 1) Data Reduction (Reduction). Data from trying and sorting based on certain concept units, themes, and categories will provide a sharper picture of the observation results and also make it easier for researchers to search for data again as an addition to previous data obtained if needed. 2) Data Presentation (Display). After reducing the data, the data (Data Display). Data presentation techniques in qualitative research can be done in various forms such as tables, graphs, and their types. Moreover, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. 3) Conclusion (Conclusion). The conclusion in qualitative research is a new finding that has never existed before. Findings can be descriptive or a picture of an object that was previously unclear or dark so that after being studied it becomes clear, can be a causal or interactive relationship, hypothesis, or theory.

## Result and Discussion

### Results

#### Implementation of school literacy movement at SMPN 14 Mataram

According to the regulation of the Ministry of Education and Culture Number 23 of 2015 concerning the development of character, the school literacy movement program at SMPN 14 Mataram, the implementation of reading and writing literacy is carried out every day from 7:20 - 7:40, children are required to read non-lesson books for 20 minutes before studying, all reading activities are recorded in the literacy journal that has been prepared, the target is to read one book per month supervised by the teacher who teaches the first hour. By following up on literacy activities in extracurricular classes every Saturday under the coordination of the extracurricular instructor.

**Table 1. Summary of Student Literacy Journals at SMPN 14 Mataram**

No	Student Name	M/F	Class	Title of Book Read	Type	Average number of pages read/day			
						Week I	Week II	Week III	Week IV
1	A. Sudirman	M	VII.E	Ask Encyclopedia & Answer Art Sports	Non Fiction	2-3	2-4	3-5	5-6
2	Arnina Iga Ratnasari	F	VII.E	Atoms, ions, and Molecules Based on their applications	Non Fiction	3	3-5	4-6	4-8
3	Arya Anggara Alamsyah	M	VII.E	Efforts to preserve turtles	Non Fiction	2-3	2-4	3-4	4-5
4	Dewa Made Bagus Ardana	M	VII.E	Materials and their properties	Non Fiction	1	2	2-3	3-4
5	Efendi	M	VII.E	The Mystery of the Mask of Petaka	Fiction	1-2	3	3-4	5-6
6	Febby Olivia Damayanti	F	VII.E	Theater	Non Fiction	2	2-3	3-4	5
7	Gilang Abdi maulana	M	VII.E	Waste Recycling	Non Fiction	1-2	2	2-3	3-4
8	Haja Lestari Putri	F	VII.E	Gardening seedless watermelons	Non Fiction	3-4	2-4	3-5	4-5
9	I Gde Juliawan Saputra	M	VII.E	Effective ways to eradicate sawa rats	Non Fiction	2-3	2-4	4-5	5-6
10	I Gusti Ayu Sanggiarti	F	VII.E	Rhino's Best Fried	Non Fiction	2	2-3	3	3-4
11	I Gusti Komang Ari Anggara	M	VII.E	Respecting Each Other	Fiction	1-2	2	2	3
12	I Ketut Agus Arya Saputra	M	VII.E	Creating with rattan	Non Fiction	1	1	2	4
13	I Made agus Putra Sedana	M	VII.E	Proving the spirit of mother	Non Fiction	2-3	2-3	3-4	4-5

#### Techniques in school literacy movement activities

The techniques used in literacy activities include:

- a. Habituation, such as 20 minutes of reading non-subject books before starting formal learning, reading the Qur'an for Muslims, or hymns for Hindus every Friday prayer.
- b. Self-development, through extracurricular activities related to literacy such as olympiads, wall magazines, poetry/short story creation, etc.
- c. Insertion in learning materials, carried out by all subject teachers
- d. Competitions related to literacy, for example, synopsis competitions, poetry/short story creation, and storytelling.

The objectives of implementing the school literacy movement at SMPN 14 Mataram are as follows:

- a. To foster students' interest in reading which is still relatively low.
- b. Instilling reading habits in students
- c. Making government programs a success, especially the Ministry of Education and Culture, namely the National School Literacy Movement
- d. Supporting the improvement of the quality of teacher learning and the quality of national education
- e. Programs Developed at SMP Negeri 14 Mataram To improve the reading interest and skills of students, SMPN 14 Mataram has created literacy activity programs as follows:

**Table 2. Literacy Activity Programs of SMPN 14 Mataram**

No.	Jenis Literasi/ kegiatan	Type of Literacy/ activity	Form of Activity Time	Person in Charge
1	Read Write	a. 15 minutes reading	Monday-Thursday Morning	Literacy Team
		b. Read the Quran Deaf (TPQ/Diniyah)	Friday-Saturday	TPQ/Diniyah Supervisor
		c. Kidung class	Saturday	Hindu Religious Supervisor
		d. Writing class	Saturday	Literacy Team
		e. Fairy Tale/Storytelling class	Saturday	Literacy Team
2	Numeracy	Math Olympiad Class	Saturday	Math Olympiad Supervisor
3	Science	Science Olympiad Class	Saturday	Science Olympiad Supervisor
		Research Class	Saturday	LPRI/LKIR Supervisor
4	Digital	Internet Class	End of Semester	Literacy Team
5	Financial	Bazaar	Saturday	Literacy Committee/Team
6	Culture and Citizenship	a. Hadrah Class	Saturday	Hadra Supervisor
		b. Gendang Belek Class	Saturday	Gendang Belek Supervisor
		c. Poetry/Short Story Class	End of Semester	Short Story Poetry Supervisor
7	Literacy Festival	Bazaar and Literacy Competitions	Monday-Thursday Morning	Literacy Committee/Team

Inhibiting and Supporting Factors in the Implementation of School Literacy Movements in Increasing Reading Interest. In the process of school literacy activities at SMPN 14 Mataram, there are several supporting factors or obstacles that influence its success. The factors described above consist of: a) Supporting factors include, support and solidarity of teachers in carrying out literacy activities, availability of books as literacy materials for students, the existence of competition activity programs to support literacy, cool and shady school conditions so that they become a pleasant place to read, b) Inhibiting factors: The difficulty of motivating students to read seriously, there are still teachers who are late to class so that sometimes there is no one to supervise student literacy activities and the lack of variety of books currently owned by the school.

## Discussion

The implementation of the School Literacy Movement to Increase Students' Interest in Reading at SMPN 14 is still in the development stage, the implementation of the literacy movement is very positive for students by starting to instill reading habits to support improving the quality of teacher learning and the quality of national education and making government programs a success, especially the Regulation of the Ministry of Education and Culture Number 23 of 2015 concerning the development of character.

To strengthen the school literacy movement, the principal makes a Decree on the Establishment of a School Literacy Team and the school facilitates infrastructure to support literacy programs such as preparing non-subject books, places to sit for reading, libraries, and bulletin boards and budgets. So in launching the literacy program, the techniques used in literacy activities include: Habituation, such as 20 minutes of reading non-subject books before starting formal learning, reading the Qur'an for Muslims or kidung for Hindus every Friday imtaq. Self-development, through extracurricular activities related to literacy such as olympiads, bulletin boards, creating poetry/short stories, etc. Insertion in learning materials, carried out by all subject teachers and competitions related to literacy. SMPN 14 Mataram implements the school literacy movement into a routine program as stated in the principal's decree. These literacy programs are then implemented in various activities, including the following: a) Reading and writing activities are 15 minutes of reading from Monday to Thursday morning before lessons start for all students, reading and writing the Qur'an on Friday-Saturday for Islam, kidung class on Saturday for Hinduism, writing class and storytelling class on Saturday. b) Numeracy, in the form of a math olympiad class on Saturday for students who take extracurricular mathematics. c) Science, in the form of an IPA olympiad class and a Research class on Saturday. d) Digital, in the form of an internet class on Saturday. e) Finance in the form of a bazaar activity held at the end of the semester. f) Culture and Citizenship in the form of a Hadrah class, gendang Belek class, and poetry/short story class. g) Literacy festival in the form of bazaar activities and competitions held at the end of the semester. In the various activities above, literacy activities carried out at SMPN 14 Mataram, literacy activities have been directed at forming students to have literacy skills to improve students' creativity in writing, speaking, creating, and calculating.

The variety of school literacy activity programs at SMPN 14 Mataram is indeed expected to lead to an increase in students' interest in reading it will also support the success of the teachers' learning. The increase in students' interest in reading, although not yet that high, is slowly but surely showing an increasing trend. This is based on the results of the analysis of student literacy journals that are filled in after reading a book every day. Based on the recapitulation of student reading results through literacy journals, it can be seen that during the

first months of the implementation of the school literacy movement in the 2018/2019 school year (around March), there was a significant increase in student's interest in reading when viewed based on the number of book pages read by students each week. From the journal data for class VII.E with 32 students, it can be seen that 28 students (88%) managed to read an average of 2-3 pages in week I and increased to 4-5 pages in week II/III and 6-8 pages in week IV. Meanwhile, the remaining 2 students (6%) managed to read more than 3 pages in week I, 6-7 pages in week II/III, and more than 8 pages in week IV. Meanwhile, 2 more students (6%) were only able to read 1 page each day during the week I and a maximum of 5 pages in the last weeks. A similar thing also happened in class VIII.F where with the same number of students as many as 32 people, there were 27 students (84%) who managed to read an average of 2-3 pages in week I which increased to 4-5 pages in week II/III and 6-8 pages in week IV. Meanwhile, the remaining 4 students (13%) managed to read more than 3 pages in week I, 5-6 pages in week II/III and more than 8 pages in week IV. Meanwhile, 1 more student (3%) was only able to read 1 page each day during the week I and a maximum of 5 pages in the following weeks. When viewed from the aspect of the types of books read by students, it can be seen that in both classes, non-fiction books are still dominated, where 23 students in class VII.E (72%) and 22 students in class VIII.F (69%) prefer non-fiction books, while the remaining 9 students in class VII.E (28%) and 10 students in class VIII.F (31%) prefer fiction books. However, apart from the problem of the types of books read, it can be said that the School Literacy Movement program at SMPN 14 Mataram has had a significant impact on increasing students' interest in reading. This is reinforced by looking at the graphic presentation of the increase in students' interest in reading at SMPN 14 Mataram based on the number of book pages that were successfully read each day for a month from week I to week IV as follows:



Figure 1. increase in students' interest in reading at SMPN 14 Mataram

Based on the graph above, it can be seen that in both classes there is a tendency for an increase in the number of book pages read by students from week I to week IV, although the increase that occurs is still in a small range. However, this can be used as a basis for concluding that the implementation of the School Literacy Movement (GLS) at SMPN 14 Mataram has proven to be quite effective in increasing students' interest in reading. This is certainly in line with what is outlined by the Indonesian Ministry of Education and Culture that one of the benefits of the school literacy movement is to increase students' interest in reading so that it will encourage successful learning because it is based on the enthusiasm for reading from students. In addition, this condition is also in line with the opinion of Hasyim (Dalman, 2017) who stated that one way to increase children's interest in reading is to read books since the child was born and encourage children to tell stories about what they have heard and read. All of this is an implementation of the GLS program developed in schools, especially SMPN 14 Mataram. Furthermore, related to the supporting and inhibiting factors of the school literacy movement

in increasing students' interest in reading at SMPN 14 Mataram, among others: 1) Supporting factors: support from the principal and teacher solidarity, the existence of a school literacy team decree, the availability of books, and literacy programs. 2) Inhibiting factors: lack of student interest in reading, there are still teachers who are late to class so that sometimes no one supervises students' literacy activities, lack of variety of books, in the library building facilities and infrastructure because they are borrowed by Kindergarten, SD Model Mataram, it becomes an obstacle to organizing and storing books for the literacy team. The solution in implementing school literacy activities at SMPN 14 Mataram is to involve the role of parents and the committee to get children used to reading at home, prepare reading cards/journals so that children's reading activities can be controlled, create a literacy picket schedule to replace teachers who are unable to attend to supervise children reading in class, try to add books (especially fiction books) through BOS funds.

### **Conclusion**

Implementation of School Literacy Movement in Increasing Interest SMPN 14 Mataram implements a school literacy movement by instilling reading habits to support improving the quality of teacher learning and the quality of national education and to make government programs a success, to strengthen the school literacy movement the principal makes a Decree on the Establishment of a School Literacy Team, to facilitate the literacy program the techniques used are: Habituation, self-development, insertion in learning. The implementation of the school literacy movement at SMPN 14 Mataram has a positive impact on the school community and the implementation of the literacy movement is still in the development stage.

The programs developed at SMP Negeri 14 Mataram include: a) Reading and writing activities 15 minutes of reading from Monday to Thursday morning before lessons start for all students, reading and writing the Qur'an on Friday-Saturday for Islam, Saturday hymn classes for Hinduism, writing classes and storytelling classes on Saturdays; b) Numeracy, a form of activity in the form of a math olympiad class on Saturday for students who take extracurricular mathematics; c) Science, the form of activities is the Science Olympiad class and Research class on Saturdays; d) Digital, the form of internet class activities on Saturdays; e) Financial, the form of bazaar activities held at the end of the semester; f) Culture and Citizenship, the form of hadrah class activities, gendang belek class, poetry/short story class; g) Literacy festival, the form of activities is bazaar and competitions held at the end of the semester.

Supporting and inhibiting factors for the school literacy movement in increasing students' interest in reading are: a) Supporting factors are support from the principal and teacher solidarity, the existence of a school literacy team decree, the availability of books, the existence of literacy programs; b) Inhibiting factors: still lack interest in reading for students, there are still teachers who are late to class so that sometimes there is no one to supervise students' literacy activities, lack of variety of books, in the library building facilities and infrastructure that are inadequate.

### **Recommendation**

Recommendations for further researchers are to study the competence of school library managers and the availability of school facilities and infrastructure so that student literacy can be formed so that when in the community, students can carry out the literacy process independently. Furthermore, innovations in school library managers increase student reading

interest through rewards and library layouts. The ability of library managers to increase book collections through collaboration with various stakeholders.

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