

Effectiveness of the Literacy Program in Building A Reading Culture at School

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Keyword

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Abstrack

In the digital era, literacy skills are crucial for accessing and processing information. However, low reading interest among students remains a challenge, often due to limited resources and unsupportive environments. School literacy programmes aim to address these issues by promoting enjoyable and relevant reading activities. This study evaluates the effectiveness of these programmes in fostering a reading culture, enhancing comprehension, and developing critical thinking skills. The findings are expected to guide improvements in literacy programmes, strengthening reading culture in schools. This study used a literature study approach, gathering secondary data from scientific articles, books, and policy reports focused on literacy programmes in Indonesian schools. Data collection involved a systematic review of literature published within the last seven years. The collected data was analyzed descriptively through content analysis to identify patterns and strategies in literacy programme implementation. This analysis provided insights into the effectiveness of these programmes, their impact on students, and the factors that support or hinder programme success, as well as potential alternative solutions. Program literasi di sekolah efektif meningkatkan minat baca dan keterampilan berpikir kritis siswa, sekaligus membangun budaya membaca yang konsisten. Dukungan sekolah, ketersediaan fasilitas, peran guru, serta kolaborasi dengan orang tua dan komunitas menjadi faktor penting dalam keberhasilan program. Meski ada tantangan seperti keterbatasan sumber daya, hal ini bisa diatasi dengan fasilitas yang nyaman, kegiatan literasi yang menarik, serta monitoring berkala. Dukungan penuh dari lingkungan sekolah dan keluarga sangat menentukan demi keberlanjutan program literasi ini.

1. Introduction

Reading culture is a foundation in education that plays a role in improving a person's intellectual abilities, critical thinking skills, and life skills (Ekadiansyah, 2020). In the current era of globalisation and digitalisation, literacy skills are one of the main keys in accessing, understanding and managing information. Literacy programmes in schools have a central role in building a sustainable reading culture and empowering students to not only be able to read and write, but also to develop critical thinking skills on various types of information (Sukmawati, 2023). Literacy activities in schools, if done effectively, can shape individuals who are capable, critical and independent in learning.

Literacy programmes aim to engage students in intensive and extensive reading activities that not only improve their reading skills but also deepen their understanding and interpretation of texts, thus supporting critical thinking. In addition, literacy involves students' ability to understand and evaluate information thoroughly, including through digital literacy which allows students to access and process information from various sources wisely (Cynthia & Sihotang, 2023). By developing literacy in its various forms, namely reading and writing literacy, numeracy literacy, science literacy, digital literacy, financial literacy, as well as literacy, students will be able to understand and evaluate information thoroughly.

However, despite this fundamental factor among students, reading culture is still a challenge faced in many schools. Surveys show that interest in reading among students is still low, in this case influenced by various factors such as lack of access to interesting books, a less supportive learning environment, and limited time and effective learning methods (Tahmidaten & Krismanto, 2018).

The literacy programme in schools is a strategy to answer this challenge through various structured activities that involve all school components, from teachers, students, to support from the

school environment (Lawalata, A. K., & Sholeh, 2019). This programme is expected to encourage students' involvement in reading activities in a fun and relevant way, so that a reading culture can be formed and developed naturally in the school environment.

Therefore, this study aims to evaluate the effectiveness of the literacy programme in building a reading culture in schools. The study will analyse how the literacy program affects students' reading habits, their increased comprehension of texts and critical thinking skills. The findings of this study are expected to contribute to the development of more effective literacy programmes in schools and serve as a reference for educational institutions in improving reading culture among students. The findings of this study are expected to contribute to the development of more effective literacy programmes in schools and serve as a reference for educational institutions in improving the reading culture among students. In addition, this study will identify the supporting and inhibiting factors in the implementation of literacy programmes, so that it can be an input for improving literacy implementation strategies at various levels of education.

The research objectives are as follows: 1) Analyse the effectiveness of literacy programmes in schools in building and improving a reading culture among students. 2) Assess the impact of literacy programmes on students' reading and text comprehension skills at school. 3) Evaluate the influence of literacy programmes on the development of students' critical thinking skills. 4) Identify supporting and inhibiting factors in the implementation of literacy programmes in schools. 5) Provide recommendations for optimising literacy programs in schools to make them more effective in building a reading culture among students.

2. Method

This research applies a literature study approach, which collects data from various sources such as books, scientific articles, journals and relevant policy reports. The focus is on literacy programmes/movements in schools in building a reading culture. This research uses secondary data obtained from scientific articles, books and other research reports. This data is related to the effectiveness of the implementation of literacy programmes in Indonesian schools. Data was collected through a systematic literature search from reliable sources. The literature reviewed includes journal articles, books relevant to the research topic in the last 7 years.

Data analysis was conducted descriptively with a content analysis approach. This analysis aims to identify patterns and strategies in the implementation of literacy programmes or movements in schools. The results of this analysis provide an overview of the effectiveness of the implementation of literacy programmes in schools, the impact on students; the inhibiting and supporting factors as well as alternative solutions.

3. Result and Discussion

3.1 The Effectiveness Of Literacy Programmes

The effectiveness of literacy programmes in building a reading culture in schools shows positive results, especially in improving students' interest in reading and academic skills. School literacy programmes, such as reading for 15-20 minutes before lessons, providing reading corners and literacy-based assignments, have been shown to encourage students to be more interested and engaged in reading activities. These structured and consistently implemented literacy activities also improve text comprehension and critical thinking skills, which in turn contribute to students' academic achievement.

Barriers such as limited literacy resources, teacher consistency and parental support remain a challenge. But collaboration between teachers, schools and parents is essential to overcome these obstacles and create a conducive literacy environment in schools. Overall, a literacy programme supported by infrastructure and the involvement of all school members is effective in building a sustainable reading culture in the school environment.

Based on the results of the article review, the following are conclusions from the theoretical and practical statements related to the effectiveness of literacy programmes in schools in building a reading culture: Secara teoritis, program literasi sekolah memiliki peran signifikan dalam meningkatkan keterampilan literasi dan pemahaman akademik siswa. Theoretically, school literacy

programmes have a significant role in improving students' literacy skills and academic understanding. This theory is supported by the understanding that literacy includes not only reading and writing skills but also critical thinking, analysing and processing information. Literacy programmes in schools, implemented through regular reading activities and other literacy-based activities, prove that literacy is an important foundation in the learning process. Literacy programmes can serve as a stimulus to build interest in reading, which in turn encourages the development of higher and more sustainable literacy skills.

From a practical perspective, a consistent literacy programme that involves all school components such as teachers, students, parents and a supportive physical environment (e.g. reading corners and book collections) has proven effective in creating a reading culture. The implementation of this programme can be done through daily activities such as reading together at the beginning of lessons and giving literacy assignments. In addition, schools need to involve teachers as literacy models and provide literacy training to teachers to improve the effectiveness of the programme. Challenges such as limited resources and parental involvement can be overcome with good collaboration between parties. Infrastructure support and strengthening the culture of literacy in schools will help students have a higher interest in reading and better literacy skills, ultimately contributing to their academic achievement.

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Barriers such as limited literacy resources, teacher consistency, and parental support are still challenges. However, collaboration between teachers, schools, and parents is essential to overcome these obstacles and create a conducive literacy environment in schools. Overall, literacy programs supported by infrastructure and the involvement of the entire school community are effective in building a sustainable reading culture in the school environment.

Based on the results of the article review, the following are conclusions from theoretical and practical statements regarding the effectiveness of literacy programs in schools in building a reading culture:

Theoretically, school literacy programs have a significant role in improving students' literacy skills and academic understanding. This theory is supported by the understanding that literacy does not only include reading and writing skills, but also includes the ability to think critically, analyze, and process information. Literacy programs in schools, which are implemented through routine reading activities and other literacy-based activities, prove that literacy is an important foundation in the learning process. Literacy programs can function as a stimulus to build reading interest, which then encourages the development of higher and more sustainable literacy skills.

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3.2 Impact of Literacy Program on Ability Reading and Text Comprehension

Literacy Program in schools give impact to ability student

1. Increased Interest and Habits Read

Literacy programs, such as read regularly for 15-20 minutes before lessons , help student develop habit positive reading. Habits This increase involvement student with text and grow interest read in a way sustainable.

2. Development Skills Text Comprehension

Activity structured literacy, such as discussion books and assignments based on literacy, facilitating understanding more text in depth. Students invited For analyze and interpret reading, which enriches ability they in understand various type text.

3. Improvement Academic Skills

Literacy programs that involve understanding and analysis text contribute to achievement academic students . This program allow student understand content lesson more good, which has an impact positive on results study in various eye lesson.

4. Stimulation Think Critical and Analytical

Through activity literacy, such as to summarize or write review, students stimulated For think in a way critical about the text being read. This encourages they For evaluate, analyze , and draw conclusions conclusion from text, enrich understanding they more carry on.

3.3 Positive Influence of Literacy Program on Critical Thinking Skills

The evaluation of the influence of the literacy program on the development of students' critical thinking skills:

1. Improved Text Comprehension and Analysis: Literacy programs that involve regular reading habits have been shown to be effective in building students' critical thinking skills. Reading habits allow students to become accustomed to analyzing information and understanding texts more deeply.

2. Teacher Involvement as a Literacy Model: Teachers who actively participate in literacy activities become important role models for students. In this way, teachers are not only able to increase students' interest in reading but also encourage students to think critically through discussions and reflections on their reading.

3. Providing a Supportive Environment: The availability of facilities such as reading corners and diverse book collections means that students have access to various types of reading materials, which support the development of critical thinking skills by enriching their perspectives.

4. Varied Literacy Activities and Reflection: Activities such as summarizing, reviewing, and discussing literature challenge students to think critically by analyzing content, understanding points of view, and formulating their own opinions. These activities support students in developing analytical and reflective thinking skills.

3.4 Supporting and Inhibiting Factors

The following are supporting and inhibiting factors in the implementation of literacy programs in schools based on the article:

Supporting Factors

1. **Support from Schools:** Principals, teachers, and staff actively play a role in encouraging a culture of literacy, for example through a 15-20 minute reading program before learning begins.
2. **Supporting Facilities:** Availability of reading corners, a library with an adequate book collection, and a comfortable reading room.
3. **Teacher Participation:** Teachers act as literacy models for students by demonstrating interest in reading and consistency in implementing literacy programs.
4. **Collaboration with the School Literacy Team (TLS):** A special team that supports the planning, implementation, and evaluation of literacy programs, thereby creating a conducive academic environment.
5. **Parent and Community Support:** Parent participation and collaboration with literacy communities enrich literacy activities, for example through literacy outreach or public libraries.

Inhibiting Factors

1. **Resource Constraints:** Lack of non-textbooks and lack of literacy facilities in some schools.
2. **Teacher Consistency:** Lack of consistency from some teachers in providing examples and motivating students in literacy activities.
3. **Lack of Parental Support:** Not all parents support reading habits at home, which affects the sustainability of literacy culture outside of school.
4. **Infrastructure Constraints:** Some schools may face limited space or facilities to optimally support literacy programs.
5. **Low Student Motivation:** Some students may be less motivated to engage in literacy activities due to the lack of variety of interesting learning methods.

Troubleshooting

In order for literacy programs or movements to run effectively in schools, the following solutions can be implemented:

1. **Providing Supportive Facilities.** Facilities such as reading corners in each classroom, libraries equipped with interesting books, and access to digital reading materials can encourage students' interest in reading. Reading gardens or literacy corners in the school environment can also create a comfortable reading atmosphere.
2. **Involving All School Components.** All parties, including teachers, principals, and staff, must play an active role in the literacy movement. Teachers can be role models by showing a positive interest in reading. In addition, schools can hold special training for teachers so that they are skilled at integrating literacy into every subject.
3. **Integration into the Curriculum.** Integrating literacy activities into the curriculum, such as a 15-minute reading activity before class, engaging reading assignments, or literacy projects relevant to the learning material, will make literacy more integrated into everyday learning life.
4. **Engaging Parents and Communities.** Parental involvement is important to support children's reading habits at home. Schools can hold literacy socialization, invite parents to be guest readers, or provide loan books that students can take home. Collaboration with public libraries or literacy communities can also enrich literacy activities in schools.

5. **Utilization of Technology.** Technology can be utilized to foster reading interest, especially among children who are interested in digital media. Digital book applications, online literacy portals, and digital libraries are examples of resources that can be used to support literacy programs.
6. **Creating Interesting and Varied Literacy Activities.** To prevent literacy activities from being monotonous, schools can hold various competitions such as making book reviews, summarizing stories, or writing poetry. Other activities, such as creating literacy bulletin boards or reading clubs, can also add variety and attract students' interest.
7. **Regular Monitoring and Evaluation.** Conducting regular evaluations to monitor the progress of the literacy program will help identify emerging obstacles and find appropriate solutions. With proper assessment, schools can determine the effectiveness of the program and make adjustments if necessary.
8. **Provide Rewards to Motivate Students.** Giving appreciation to students who are actively involved in literacy activities can increase their motivation. The form of appreciation can be in the form of certificates, book awards, or simple gifts that show that their interest in reading is appreciated.

4. Conclusion

Based on the discussion presented previously, the following conclusions can be drawn: The conclusion is that the school literacy program has a significant influence on increasing students' reading interest and critical thinking skills. This program, which includes routine activities such as reading for 15-20 minutes before lessons, providing reading corners, and various literacy tasks, have proven effective in creating a sustainable reading culture in the school environment. A consistent and structured literacy program helps students not only understand texts but also develop analytical and reflective thinking skills.

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