PROMOTING READING ENGAGEMENT: THE SCHOOL LITERACY MOVEMENT AT JUNIOR HIGH SCHOOL 1 SEBATIK

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Abstract: This study aimed to analyze the indicators in the process of implementing the school literacy movement at Junior High School 1 Sebatik and the obstacles faced. The research method employed in this research was descriptive qualitative method. The data collection techniques used were observation, interviews, and documentation. The results of this study described that there were six indicators in the process of implementing the literacy movement at Junior High School 1 Sebatik, namely reading activities for 15 minutes, journaling literacy results, increasing interesting reading books, making literacy corners, conducting competitions that support the school literacy movement, and making interesting libraries in supporting the school literacy movement. In addition, it was found that there were four obstacles experienced by Junior High School 1 Sebatik in the process of the school literacy movement, including: teachers had got difficulties in carrying out literacy for 15 minutes before class, in providing digital books in class, in carrying out activities to respond to students' readings, and in carrying out creative writing activities.
Keywords: *implementation; literacy; ;obstacle; school literacy movement; Sebatik.*

INTRODUCTION
The school literacy movement is an activity launched by the government in an effort to improve the literacy skills of students. The school literacy movement is a participatory business or activity involving school members (teachers, students, etc.), academics, publishers, mass media, and the community. The school literacy movement is a social movement with the collaborative support of various elements.

One of the steps taken to realize the school as a learning organization whose citizens are literate for life is the habit of students reading. This habituation is carried out with 15 minutes of reading (the teacher reads a book and/or the students and the teacher read silently, which is adjusted to the context or target of the school). The school literacy movement is expected to be able to mobilize school members, stakeholders, and the community to jointly own, implement, and make this movement an important part of the lives of its citizens.

Literacy is an adoption of English literacy, which can be interpreted as the ability to read and write (Montoya, 2018). Its siblings, namely literate, literature, literary, and letter, which are derived from the same root, namely the Greek *littera*, which means text or writing and the system accompanying it. The term then spread to other European languages around medieval times until it came to mean generally things related to reading and writing (Purves, 2015).

Foster and Purves (Purves, 2015) explain that literacy comes from the Latin word *literatus*, which means a learned person. In medieval times, a person was said to be literate when he/she could read, write, and speak in Latin. But in its development, the term literacy has a narrow scope: the ability to read only. Then, it again developed that literacy is the ability to read and write

(Gunarsa, 2018). Literacy is derived from Latin, which means marked with letters or literate (Gherardini, 2016).

Linguistically, literacy is taken from the English word literacy, which means the ability to read and write. Other similar roots include literal or following reality, literary or about literature, literate or able to read and write, literati, people who study literature, and literature means books, literature (Gherardini, 2016). This definition states that the core of literacy is "literacy".

Literacy from the point of view of the language aspect is simple, namely the essence of literacy. Some argue that literacy comes from the word letter, which means letter, letter writing, letter form, and others (Gherardini, 2016). On the other hand, Ahmadi (2018) explains literacy as a reading and writing movement. Literacy can also mean technological literacy, information literacy, critical thinking, environmental sensitivity, and even political sensitivity. A person is said to be literate if he/she can understand something because he/she reads the correct information and does something based on his/her understanding of something related to the content of the reading. Discussion is an activity of exchanging ideas and then debating to increase information and seek the truth.

The school literacy movement is a comprehensive effort involving all school members (teachers, students, parents/ guardians) and the community as part of the education ecosystem. The school literacy movement strengthens the cultivation of character values (Retnaningdyah et al., 2016; Atmazaki et al., 2017; Ahmadi & Ibda, 2018).

The school literacy movement is developed based on the nine priority agendas (Nawacita) related to the tasks and functions of the Ministry of Education and Culture, especially Nawacita numbers 5, 6, 8, and 9. The intended Nawacita points are (5) improving the quality of life of Indonesian people and communities, (6) increasing people's productivity and competitiveness in the international market so that the Indonesian nation can advance and rise with other Asian countries, (8) conducting a national character revolution, (9) reinforcing diversity and strengthening Indonesia's social restoration (Retnaningdyah et al., 2016).

The four points of Nawacita are closely related to the literacy component as the capital for forming quality, productive and competitive human resources, character, and nationalism. To be able to develop these Nawacita, it is necessary to develop a strategy for implementing literacy in schools that has a comprehensive and systemic impact. In this case, schools: a) should grow as an institution that develops their citizens as individual learners; b) need to have a leadership structure that is also related to other institutions above it, as well as resources that include human resources, finance, and facilities and infrastructure; and c) provide educational services in the form of learning in the classroom and other various activities outside the classroom that support learning and educational goals (Faizah et al., 2016; Retnaningdyah et al., 2016).

The school literacy movement is an effort or activity that is participatory by involving the school community (students, teachers, principals, education personnel, school supervisors, school committee, parents/ guardians of students), academics, publishers, mass media, community (community leaders who can represent the exemplary, business world, and others), and stakeholders under the coordination of the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture (Ibrahim et al., 2017).

The school literacy movement is a social movement with collaborative support from various elements. The effort taken to realize it is in the form of students' reading habits. This habituation is carried out in 15-minute reading activities (teachers read books, and the school community reads silently, which is adjusted to the school context or target). When the reading habit is formed, it will be directed to the development stage and learning (accompanied by propositions based on the 2013 Curriculum). The variety of activities can also be combined with receptive and productive skills development. In its implementation, in a certain period that has been scheduled, an assessment is carried out so that the impact of the existence of the school literacy movement can be known and continuously developed. The school literacy movement is expected to be able to mobilize the school community, stakeholders, and society to jointly own, implement, and make this movement an essential part of life (Wiedarti et al., 2016).

Based on the 2013 Curriculum learning method which places students as learning subjects and teachers as facilitators, literacy activities are no longer focused on students alone. The teacher, apart from being a facilitator, is also the subject of learning (Kemendikbud, 2016). Broad access to information sources, both in the real world and the virtual world can make students know more than teachers. Therefore, the activities of students in literacy should not be separated from the

contribution of the teacher, the teacher should strive to become a qualified facilitator. Teachers and school policy makers are role models for literacy in schools (Kemendikbud, 2017).

In the school context, the subjects in literacy activities are students, educators, education staff (librarians, supervisors), and school principals. All components of the school community collaborate in the School Literacy Team under the coordination of the principal and strengthened by the principal's decree. The School Literacy Team is tasked with planning, implementing, and assessing the program. The School Literacy Team can ensure the creation of a conducive academic atmosphere, which is able to make all members of the school community enthusiastic about learning.

One of the greatest benefits of the school literacy movement is the development of student interest in reading at school. Reading is one of the four language skills (Muhyidin, 2018). A mature reader is a reader who can develop new meanings and concepts from the reading material he/she has read. Usually, junior high school students are classified as immature readers. This is mostly because they have not been able to develop complex problems and abstract concepts that they encounter (Pahl & Rowsell, 2012).

In this case, the teacher must be able to provide guidance and be able to determine the reading material according to the reading speed of the students. Reading activities in Indonesian give rise to various positive aspects of learning (Nyoman & Artini, 2018). Critical reading activities can increase the sensitivity of critical thinking in students by looking at the author's motives and then assessing them, reading analytically to assess whether what he/she reads is useful or not, has eligibility or not when conveyed to others both orally and in writing. (Dalman, 2013) .

In the activities of the school literacy movement, there is a habit of reading activities carried out at school. This habit has a big impact on students (Apriani, 2021). This habituation aims to foster interest in reading and reading activities within the school community. The growth of reading interest is fundamental for the development of students' literacy skills. One way to foster interest in reading is to get school residents to read books for 15 minutes every day. The 15-minute reading activity can be carried out before the lesson begins or at any other time possible. Activities that aim to foster interest in reading are carried out without bills until interest in reading in school residents grows, develops, and reaches the stage of liking reading (Abidin, 2015).

In addition to reading habits, the growth of students' interest in reading also increased after participating in the school literacy movement. Literacy activities in this phase aim to develop the ability to understand reading and relate it to personal experience, think critically, and cultivate creative communication skills through activities responding to enrichment books (Kemendikbud, 2017). The development of reading interest based on 15 minutes of reading every day develops literacy skills through non-academic activities (non-academic activities that are not related to grades can be done) (Awaru et al., 2022). Examples: writing a synopsis, discussing books that have been read, extracurricular activities, and mandatory visits to the library (literacy hours) (Herman, 2020; Maghfirotin & Ridwan, 2021).

The school literacy movement has also been carried out in Sebatik border area. At junior high school 1 Sebatik, a school literacy movement has been implemented as a forum for habituation and increasing student interest in reading. Based on the initial observations that had been made that the school literacy movement activities had been carried out for several years at junior high school 1 Sebatik. It can be seen that there was an increase in reading interest among students with the holding of the school literacy movement. This was what triggered researchers to examine the process of implementing the school literacy movement at junior high school 1 Sebatik.

Based on the description above, the researchers examined the implementation of the school literacy movement on reading interest at junior high school 1 Sebatik. The results of this study were expected to describe the implementation of the school literacy movement implemented at junior high school 1 Sebatik starting from the process of habituation, development, to learning which had an increasing impact on students' reading interest.

METHOD
This study used a qualitative research method. Qualitative research is not just seen, or spoken, but contains the meaning behind it. It is an effort to serve the social perspectives, in terms of concepts, behavior, perceptions, and problems about humans which are investigated (Creswell, 2010; Arikunto, 2006). The type of research used was a phenomenological study, namely a research strategy in which the researchers attempted to explain or reveal the meaning of concepts or phenomena that occurred in several individuals. The main informants of this study were the Principal and teachers of Class VII-IX at Junior

High School 1 Sebatik. The sources of data were obtained from interviews with key informants (Ulfatin, 2013).

Data collection techniques used in this study were observation, interview, and documentation techniques. The observation aimed to obtain data in three stages from the habituation stage, the development stage, and the learning stage. Observation is the process of observing and recording behavior systematically for the purpose of creating instruction, management, and service for children (Iskandar, 2009). The data analysis technique in this study consisted of three activities, namely data condensation, data presentation, and verification. Interview is a situation face to face among interviewers and respondents who intended to explore the expected information and aimed to get data about the respondents with minimum bias and maximum efficiency (Sugiyono, 2010).

The interview was chosen because the researchers conducted contact directly with the source person so that researchers got information and strong data (Sugiyono, 2010). Documentation is used because (1) it is stable, rich, and push; (2) useful as proof for something testing; as well as (3) natural,according to context, born and in context (Creswell, 2010). The document transcriptions are copied back in the form of data sheets and checked the suitability of their relevance to the research focus. The researchers were the main instrument. The researchers alone collected, interpreted, and arranged conclusions based on personal perspectives (Sutopo, 2022).

In this study, the researchers used a triangulation of sources and methods. Source triangulation was done by asking for the truth of certain data obtained from the Principal of Junior High School 1 Sebatik, then confirmed with other informants. Method triangulation was also done by comparing data or information through observation, interviews, and documentation (Rahmawati et al., 2021). In addition, the perseverance exhibited by the researchers and peer debriefing contributed to enhancing the validity of the data.

RESULTS AND DISCUSSION
The literacy movement seeks to develop students' character by establishing an ecosystem in schools that supports learning. This can help them become lifelong learners. The school literacy movement can increase the reading interest of students who have different backgrounds, abilities, skills, and talents.

Based on the data that had been collected about the school literacy movement at Junior High School 1 Sebatik, there were several indicators of the implementation of the school literacy movement that were found as well as the obstacles faced by the school in implementing the school literacy movement.

Implementation of the school literacy movement
15-minute reading activity
The activity of silent reading for 15 minutes was one of the indicators found by researchers in the study of the school literacy movement at Junior High School 1 Sebatik. This was the stage recommended by the government in implementing the school literacy movement.

15 minutes of silent reading was a stage of habituation in the school literacy movement. This activity was carried out by students in each class after praying together and after the teacher greeted the students. Reading activities for 15 minutes before learning in this case was a process of habituation of students in order to increase love of reading outside of class hours, improve reading comprehension skills, increase self-confidence as a good reader, and develop the use of various reading sources.

Through this activity, students were asked to read various books that they were interested in, then after finishing reading, they were asked to write down the meaning of the reading or told the books that the students had already read.

This aimed to instill character through the stories they read. Reading activities carried out in class were reading activities for 15 minutes, the students were asked to read and then appointed to tell the contents of the story and took the moral message contained in the reading. Based on the results of interviews with the Principal, the researchers got information that 15-minute reading also contributed greatly to students' achievement. The students who are immersed in literacy before lessons regularly experienced a more significant increase in learning outcomes compared to students who did it non-routinely. Another benefit that was conveyed by the Principal was that students who routinely read 15 minutes before class also experienced an increase in vocabulary mastery and knowledge.

Journal of literacy results
Literacy journal is a teacher program in supervising students in order to be fond of reading. In this case, the student kept a reading journal which aimed to find out the books he/she read and found out the meaning of the book contents. In

conducting supervision, the teacher checked the students' journals every morning before learning to find out which books were read and whether the students read their books at home or not.

Another benefit of journaling literacy results was that it was easier for teacher to assess and analyze students' reading results. It also functioned as a basis for making decisions regarding the development of the school literacy movement. The next benefit of journaling literacy results was to provide *rewards* for students who were able to achieve the targets set by the teacher. Giving these *rewards* was useful in increasing the enthusiasm of students in carrying out the school literacy movement so that the students' reading interest also increased.

Based on the results of interviews with the Principal, the researchers acquired the information that making a journal of literacy results provided great benefits related to data collection on literacy results that had been carried out by students. The data collection was then evaluated every month to determine and classify the types of books that the students preferred to read and as an evaluation material related to the school literacy movement.

Intensifying interesting reading books
Books that are appealing to students' attention are crucial to the success of the school literacy campaign. Without sufficient resources, the interest of students in reading will diminish. Unfortunately, most of the books provided in schools were textbooks, since the students at this age preferred fairy tales and folklore books.

The efforts done by Junior High School 1 Sebatik to increase the number of books that attracted the students' attention, namely, first was the school requesting help by submitting a proposal to the education office to get books through a special allocation fund then the government provided library assistance fund. This was aimed to increase the number of book collections in the library.

The second was by allocating the books through BOS fund (School Operational Assistance). BOS fund could actually be used to increase the number of books that were lacking in the library, but the assistance was very small in meeting the needs of books, this BOS fund also fulfilled other interests such as school needs, electricity costs, and so on, so it could not be focused on buying a large number of books.

The third was by collaborating with parents, that was, by asking for help from parents, such as providing story books that attracted students'

reading interest. So, with the help of students' parents, it could meet the shortage of books in the school.

The last was by holding book donations from societies, departments, institutions, and companies. In this case, the number of book needs could be met but it was rather difficult to do.

Based on the results of interviews with the Principal of Junior High School 1 Sebatik, who notified that the students' enthusiasm and attention were increased as they were able to acquire more books as part of the school's literacy initiative. The addition of fiction books to the school library also motivated the students to improve their skills in various creative writing activities, such as poetry.

Creating literacy corners
A literacy corner can foster a sense of interest in reading and also attract students to read. In the case of Junior High School 1 Sebatik, for the student who often read books, the stars were given on his/her names stuck in the class literacy corner, so that it provoked other students to read.

Besides, creating a text-rich environment could also affect students' reading interest because a text-rich environment had an effect on fostering students' reading interest. The teacher's efforts in creating a text-rich environment were first by pasting the students' work on the classroom wall, e.g., poetries, stories, rhymes, etcetera which triggered students to read and also be enthusiastic in learning, where the students were motivated to make good work. Secondly, on the outer wall of the school, motivational words such as healthy living, discipline, littering, and diligent worship were given in order for the students to understand the character values.

The results of interviews with the Principal that creating a literacy corner was very beneficial for the continuity of the school literacy movement. It also increased the number of students who spend more time in reading. This was influenced by the establishment of literacy corners in school that made the students more comfortable with reading. The establishment of the literacy corners was also supported by the increasing number of books in the literacy corners.

Conducting competitions that support the school literacy movement
The school has various types of competitions that support literacy activities, such as poetry reading competition, speech reading, and other activities that can support literacy activities. This activity can be carried out during the semester break or at the

end of the semester. Holding a competition can improve students' reading skills and this also triggers students' enthusiasm for reading and moreover giving awards will also trigger students' motivation to reading.

The implementation of competitions related to the school literacy movement was usually carried out by Junior High School 1 Sebatik after the end of the semester assessment. The Principal said that her school held the competitions such as poetry reading, short story writing, and drama performance. The competitions were intended to support literacy implementation and to develop creativity as well as to increase the students' confidence.

Creating an attractive library to support the school literacy movement

The library becomes a science that is rich in various books that can attract students. Many students do not visit the library as a result of not attracting students' attention to reading books. In this case, the SMPN 1 Sebatik prevented it by decorating the library with pictures and various types of books. In addition to attracting students' attention and enthusiasm, the school provided a certificate of appreciation to students who visit the library frequently and read a lot of books.

The results of interviews with the Principal that creating an attractive library would increase the students' enthusiasm. This made the students who read felt more comfortable because the library they visited was more interesting. The school library was also equipped with computers that could be used by the students to find various information and accommodated them to distribute their works such as short stories and poetry that could be read by other students or library visitors.

Barriers to the school literacy movement

When carrying out the school literacy movement there were several obstacles experienced by the school. The principal of Junior High School 1 Sebatik stated that the obstacles experienced by the school were still difficult to overcome. Some of these obstacles included the teachers having difficulty in carrying out literacy for 15 minutes before class, the teachers having difficulty in providing digital books in class, the teachers having difficulty in carrying out activities to respond to each student's reading, and teachers having difficulty in carrying out creative writing activities.

First, the teachers had difficulty in carrying out literacy for 15 minutes before the lesson. This was one of the obstacles that were difficult for teachers to solve. The reason was that the literacy activities carried out for 15 minutes were the problems with cooperating activities with lesson hours, ensuring the students in order to be engaged and focused, encouraging and motivating all students to participate, and assessing and tracking the progress.

In addition, the difficulty was on how to incorporate literacy comprehensively in which literacy is not just the ability to read and write mechanically; but it encompasses listening, speaking, reading, writing, and numeracy, along with the analytical capacity to calculate, interpret information, communicate effectively, and express personal understanding and conclusion (Faizah et al., 2016).

Second, the teachers had difficulty in providing digital books in the classroom. These constraints included major obstacles experienced by the school in implementing the school literacy movement. This obstacle was difficult for school to overcome because the students in class had to be facilitated with computers in order to be able to access digital resources (Tanjung et al., 2017) in class. The provision of computers in the classroom to access digital books had a large impact on school operational funds. This made it difficult to overcome obstacles in providing digital books in the classroom (Pamuji et al., 2022).

Third, the teachers had difficulty in carrying out activities to respond to each other's readings. One of the indicators at the stage of implementing the school literacy movement was the existence of mutual interaction or dangle in response to reading books in the literacy process. Unfortunately, teachers had difficulty in relating these activities to the existing learning process (Nizma & Kusumawardani, 2023). This was caused by the students who were still not yet skilled in delivering reading results in front of the class. This obstacle was increasingly difficult to deal with some students who still found it difficult to understand the books they read (Pamuji, 2022).

Last, the teachers had difficulty in carrying out creative writing activities. Differentiating indicators in achievement among the classes was the ability in creative writing. The teachers of Junior High School 1 Sebatik admitted that it was difficult to carry out these activities because the students had difficulty in imagining more deeply.

CONCLUSION

Based on the results of the analysis and discussion that has been carried out, it was found indicators in

the process of implementing the literacy movement as well as obstacles in the implementation process in schools.

Indicators that demonstrated the school's commitment to establishing a school literacy program at Junior High School 1 Sebatik included engaging students in reading activities for 15 minutes before the class hour, journaling literacy results, increasing interesting reading books, creating literacy corners, conducting competitions that support the school literacy movement, and creating an attractive library to support the school literacy movement.

The obstacles faced in implementing the school literacy movement included the difficulty of teachers in carrying out literacy for 15 minutes before lessons, teachers having difficulty in providing digital books in class, teachers having difficulty in carrying out activities to respond to students' readings, and teachers having difficulty in carrying out writing activities. It is expected that these problems will be resolved properly. This research was able to elaborate on the indicators that supported the process of the school literacy movement and the obstacles faced by Junior High School 1 Sebatik in carrying out the school literacy movement.

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