ANALYSIS OF LITERACY PROGRAM IN IMPROVING STUDENT READING IN SDN 3 PAGAR ALAM

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ABSTRACT

This research aims to examine the implementation of reading and writing literacy programs, especially the "15 minutes of reading before learning" activity, in improving the reading ability of lower grade students at SD Negeri 3 Pagar Alam. Furthermore, this study also identifies the supporting and inhibiting factors in its implementation. The background of this research is based on the lack of reading ability among 3C class students and individual obstacles in the learning process. This study uses a descriptive qualitative approach with data collection techniques in the form of observation, interviews, and documentation. The research population was all 155 students in class 3, with a sample of 8 students selected through purposive sampling. The results show that the 15-minute reading literacy program before learning is effective in improving students' reading ability. However, several inhibiting factors were found, such as irregular library schedules, poor book conditions, and variations in student characteristics. Meanwhile, supporting factors include the active role of teachers, the availability of facilities, and the enthusiasm of some students.

Keywords: Reading; Readig Ability; Writing Literacy Program.

INTRODUCTION

One important aspect of quality education is the mastery of literacy. Literacy is an individual's ability to process and understand information during the reading and writing process(Herawati et al., 2024). Literacy is not only about receiving information, but also includes the ability to think critically in analyzing, reviewing and assessing information, as well as to create, process and disseminate new ideas(Dewi et al., 2023). Literacy is no longer just limited to the ability to read and write, but also includes broader skills, such as digital, numeracy, science, cultural, financial and visual literacy. The mastery of these various types of literacy is very important in preparing individuals to face the challenges and opportunities that exist in everyday life, both in the personal, social and professional domains (Subhananto et al., 2024). The literacy culture applied in Indonesia is still low and lacking, as there are still many people who do not understand literacy. In today's cultural awakening, books are not always the top priority(Jusnita et al., 2023).

Literacy cannot be separated from the world of education because literacy is a means for students to communicate, recognize, understand and apply the knowledge they get in their daily lives, both in their home and social environments(Alpian & Yatri, 2022). Therefore, the role of education in Indonesia is very much needed in the development of the current literacy culture. The school literacy movement is a long-term and comprehensive initiative in transforming schools into active, fun and child-friendly literacy learning institutions, where students, teachers and staff members, as well as the entire community involved in schools show empathy, care, curiosity, love of learning, and are skilled in communicating so that they have a positive impact on their environment (Anggraini et al., 2022)

The school literacy movement has been implemented throughout Indonesia and introduced to every education unit(Kusripinah & Subrata, 2022). The concern of this school literacy movement is the interest and motivation of students in participating in this program so that they do not feel bored and bored. The importance of introducing and teaching literacy from an early age will support a bright future generation(Ilmi et al., 2021). Although based on the field, this reading literacy has not fully helped improve students' literacy culture(Ningrum et al., 2023) in her research explained that the implementation of the school literacy movement could not be carried out optimally, because the availability of funds was not really sufficient so that it became an obstacle in developing school literacy movement activities. Another fact in Ningrum's research (2023) states that there are several factors inhibiting literacy activities such as students who like to skip class when literacy activities in the classroom are carried out due to lack of interest in reading, and the lack of reading facilities in each corner of the school and classroom corner.

This phenomenon has also occurred at SDN 3 Pagar Alam, which is one of the schools that has implemented the GLS program since 2021. However, in its implementation, it still experiences various obstacles such as the recently renovated and relocated library room, the lack of interest in reading of lowgrade students, especially grade 3, the change of a new principal and the policy on literacy activities has not changed, so it continues the previous literacy activities, namely 15 minutes of reading before learning and creating a class reading corner, but the class reading corner was not found by researchers in each class(Prayoga et al., 2023). So based on the above study, the author applies the title "Analysis of the Reading and Writing Literacy Program in Improving Reading Skills of SDN 3 Pagar Alam Students". Where the focus of this study lies in examining the implementation of the literacy program, namely 15 minutes of reading before learning in class and the inhibiting factors and supporting factors in implementing the literacy program, and how the results of the improvement after the implementation of 15 minutes of reading before organized learning.

RESEARCH METHODS

Looking at the purpose of this research, a qualitative research type with a descriptive approach was chosen because this research will describe or describe the phenomenon of the 15-minute reading and writing literacy program before learning in depth and systematically, without looking for causal relationships. Located at SDN 3 Pagar Alam, this research was conducted in December 2024 - May 2025. Where the population in this study was 155 students, after the purposive sampling technique, the research sample was obtained as many as 8 students who were in grade 3 in 3C. The data sources used in this study are primary and secondary types obtained by researchers through observation and interviews.

RESULTS AND DISCUSSION
Implementation of the Literacy Program 15 Minutes Reading Before Learning in Improving Students' Reading Ability

Based on the results of observations and interviews that have been conducted by researchers, the results show that SDN 3 Pagar Alam has several students who experience learning delays, especially in reading. Where this obstacle is commonly experienced by elementary school students, so that schools provide policies for literacy activities. This is influenced by several main problems that are indicative of the findings above where school facilities in literacy are still lacking, such as the absence of a literacy corner, reading material in the library is still less varied and there are several books that are damaged, the attitude of discipline and willingness and motivation of students in reading is still lacking, such as there are still those who come late, lack of enthusiasm when invited to read together, and students who are often preoccupied with their respective activities such as playing.

However, after the implementation of the 15-minute reading program and the provision of reading materials, it was found that it was effective in improving the reading ability of grade 3 students who became the research sample. This is validated by the results of interviews conducted with Mrs. Yeniarti, S.Pd as the class teacher where the researchers conducted the research. This program has an impact not only on students' reading skills but also students' literacy interest and motivation to read, as well as providing initiative and encouragement of a friend's sense of caring for his classmates. In line with the focus of this research, the impact of implementing the 15-minute literacy program before learning.

Supporting Factors and Obstacles to the Reading and Writing Literacy Program in Improving Students' Reading Skills

1. Data Reduction

This data reduction process is carried out in order to obtain data information regarding what are the supporting factors and inhibiting factors of reading and writing literacy activities in improving the reading skills of low-grade students, researchers reduce data through data collection techniques, namely observation and interviews. Through this process, findings were obtained related to the focus that researchers observed, namely the inhibiting factors of the literacy program activities (15 minutes of reading before learning) in improving students' reading skills in low grades.

In this observation stage, researchers found several factors that support and inhibit literacy activities of reading 15 minutes before learning based on the results of interviews conducted with the principal, homeroom teacher, and secretary of the school literacy team. The supporting factors are time discipline and openness of attitude and the gentle way of Mrs. Yeniarti, S.Pd. in nurturing students, comfortable and clean classrooms, and school facilities that greatly support literacy activities such as projectors and speakers. Then some of the inhibiting factors that researchers found were; the irregular library opening schedule and the library's opening schedule is irregular and the collection of children's books suitable for grade 3 is damaged. Another inhibiting factor is children who are late and absent from school.

2. Display Data

Based on the results of observations and interviews with several source narratives at SDN 3 Pagar Alam, the researchers will present the results of the data collection in the form of tabulations related to the supporting factors and inhibiting factors of the 15-minute reading and writing literacy program before learning in improving the reading skills of low-grade students (class 3c), where based on the data findings, it is known that each factor has an influence on the reading and writing program implemented, as follows:

Table 1. Supporting and inhibiting factors for the literacy program

No.	Supporting Factors	Inhibiting Factors
1.	Reading materials prepared by the school are in accordance with the needs of children according to age level. In the classroom there is also a projector that can help teachers make ways and new techniques in implementing literacy activities. implementing literacy	Access to the school library is often irregular.

	activities.	
2.	Teachers consistently guide and provide guidance in reading, motivation and the active role of teachers in inviting students to continue reading familiarize themselves with reading.	Some student characters are difficult to manage, tend to feel bored during the learning process, and are also sometimes unfocused.
3.	Students show interest and interest in reading, there are even some students who bring books from home.	Reading materials or books used successively. As well as the lack of availability of books, alias damaged and not regularly updated.
4.	The atmosphere and spacious classroom, and the condition of the classroom which is always clean.	Students who late can inhibit literacy activities, and also students who sometimes don't go to school who are sometimes absent from school make them fall behind in their lessons.
5.	A regular and consistent schedule of activities that last 15 minutes and are carried out at least three times a week.	Students tend to quickly feel bored and unfocused, because the same reading technique is applied several times. Because the teacher not yet fully trained.
6.		There is a lack of adequate training for teachers and school communities regarding literacy, including literacy teams which can almost be said to be in a vacuum for several reasons.

CONCLUSIONS

This research was conducted to find out the implementation of the Read and Write Literacy Program in improving the reading skills of low-grade students and the supporting factors and inhibiting factors in its implementation. Based on the results of research and discussion collected through observation and interviews that have been processed, it can be concluded that. The literacy program implemented at SD Negeri 3 Pagar Alam in improving students' reading skills is 15 minutes of literacy reading before learning. In its implementation, this literacy program is very helpful for teachers in improving students' reading skills. With this program, students become accustomed to and make reading part of their hobby. This is evidenced by the development of students' reading skills in grade 3. The factors that support and hinder the implementation of the literacy program are reading and writing with 15 minutes of reading before learning. The existence of learning facilities in the form of projectors and speakers, as well as the provision of library space and reading materials that match the needs of students according to age level are supporting factors for the program. On the other hand, the differences in student characteristics, the uncertain opening hours of the library, the condition of the books, the lack of teacher training on basic literacy, and the lack of supervision are obstacles to the effective running of the program.

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