

# Literacy Culture Development in Improving Students' Reading Interest (Case study of SMA Negeri Banguntapan Yogyakarta)

Muhammad Avryzal Charneidy<sup>1</sup>, Muhammad Arif Robani<sup>2</sup>, Yumidiana Tya Nugraheni<sup>3</sup>

<sup>1,2,3</sup>Islamic education Department, STAI Masjid Syuhada Yogyakarta  
Jl. Pringgokusuman No 12 Yogyakarta 55272. Indonesia. Tel. +62-274-58017.

Corresponding author

[avryzalcharneidy@gmail.com](mailto:avryzalcharneidy@gmail.com)

**Abstract:** This study aims to analyze the development of literacy culture in increasing students' reading interest in SMA Negeri Banguntapan Yogyakarta. The method used is a case study with a qualitative approach, where data is collected through interviews, observations, and document analysis related to literacy programs in schools. The results of the study indicate that the implementation of various literacy activities, such as reading clubs, writing competitions, and book discussions, has succeeded in attracting students' attention and increasing their reading interest. In addition, support from teachers and the use of comfortable reading rooms also contribute positively to the literacy culture in schools. This study is expected to provide insight for schools and educators in designing more effective programs to increase students' reading interest, so that literacy culture can be embedded well in everyday life.

**Keywords:** Culture, Literacy, Reading Interest, SMAN Banguntapan Yogyakarta.

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## Introduction

Literacy skills are an important factor in determining the quality of education and students' readiness to face global challenges in today's information era. However, students' interest in reading is still low among SMA Negeri Banguntapan. This can be seen from students not being involved in reading activities outside the classroom and not being involved in current literacy programs. Facts show that many students prefer to spend time with non-productive activities rather than reading books or learning materials.

To improve literacy culture in schools, the School Literacy Movement has been implemented, but more research is needed to find out how effective this program is. In Banguntapan State High School, programs such as "reading corners" were designed with the aim of creating an environment that supports reading activities. However, some difficulties in implementing it

include lack of student encouragement and encouragement from the school.

Suwandi (2019) said that many students are not used to reading textbooks and non-textbooks. If books are the window to the world, reading them is important. (Saadati & Sadli, 2019). The School Literacy Movement (GLS) is an effort made comprehensively and continuously to make schools a learning organization whose citizens are literate throughout life through public involvement. (Antasari, 2017).

The purpose of this study was to find approaches that influence students' reading interest at Banguntapan State High School. Including the school environment, teaching approaches, and access to reading materials, this study will investigate various factors that can influence reading interest. Evaluate how the School Literacy Movement program is implemented through reading corners. This study will examine the extent to which this program is used and how it

impacts students' reading interests. This study will provide practical recommendations for increasing students' reading interest by understanding the difficulties and successes of current programs.

Although several studies have been conducted on literacy and reading interest at the secondary school level, not many have focused on using the School Literacy Movement in senior high schools. Previous studies have been broad and have not considered local factors that influence students' reading interest in schools. As a result, this study attempts to fill this gap by conducting a more in-depth analysis of the specific context of Banguntapan State Senior High School and assessing the literacy programs that have been implemented.

As a result, the results of this study are expected to provide a significant contribution to the development of literacy culture in SMA Negeri Banguntapan. These results can also be used as an example for other schools in an effort to increase students' reading interest. What are the components that contribute to the success of the reading corner program at SMA Negeri Banguntapan? How do we overcome the challenges that hinder the implementation of literacy programs in schools? What distinguishes the literacy program at SMA Negeri Banguntapan from programs offered by other schools? What are the long-term effects of the influence of the reading corner program on students' reading interest?

## Materials and Methods

The author uses a qualitative approach in this study. Moleong said in his book that qualitative research is research that intends to understand the phenomena of what is experienced by research subjects, for example behavior, perception, motivational actions, etc. holistically and descriptively in the form of words and language, in a specific natural context, and by utilizing various scientific methods. (Dr. Abdul Fattah Nasution 2023) With a case study research method. However, the data collection methods used include documentation, observation, and in-depth interviews. Data analysis techniques, on the other

hand, include data reduction, data presentation, cross-case analysis, and drawing conclusions.

## Results and Discussion

### 1. Students' Reading Interests at Banguntapan State High School Yogyakarta

According to Rahim (2008: 28), quoted in his research by Ilham Nur Triatma, a strong interest in reading will be shown in the ability of students to get reading materials and then read them consciously. Types of reading materials that can be read include textbooks, magazines, newspapers, storybooks, and knowledge books outside of textbooks.



Figure 1. Students' reading activities before learning take place

(Triatma 2016) Students' reading ability is an important component in improving the quality of education and academic achievement. The results of existing research and evaluation of the learning process in the implementation of the literacy culture development program are carried out once a week in order to improve the quality of learning in students. Reading Corner and model classes are programs that are carried out before learning activities in the classroom. The Reading Corner Program is an effort by schools to cultivate students to read for fifteen minutes before the lesson begins. However, even though the activity is held in class, the impact on students' reading interest is still less effective. Because the reading interest program still tends to read literary works and short letters, it is necessary to update the reading books provided in the classroom or adjust the reading books that are of interest to students of Banguntapan State High School.

### 2. Literacy Culture Development Program at Banguntapan State High School Yogyakarta

According to literacy theory at Banguntapan State High School, literacy culture will be formed by

reading 15 minutes before regular teaching and learning activities. Students read reading materials consisting of various types of texts, including reading the Qur'an, learning material books, literary works, short stories, and magazines. In addition, students learn to tell stories, rhymes, and poetry. These activities are carried out routinely every day before the learning process. By reading books in the library, students will have the ability to listen to the material presented by the teacher in class. Student progress in literacy will increase because students read books first before the learning process so that they convey their knowledge according to what they read. In theory, reading reading materials is a different type of text, such as literary works. As a result of field observations, the author found that students had begun to get used to reading various types of books because of the available school library, even the mini library in each class, which makes it easier for them to get access to books quickly. because of their location in the classroom.

According to Budihastuti's theory (2019), Silent reading activities involve teachers reading books for fifteen minutes before class begins. The goal is to encourage students to become fond of reading, and providing a fun reading experience can also create two-way communication between students and instructors. However, the reality in the field cannot be achieved due to time constraints, which if implemented will take up class hours. According to the results of existing observations, it reflects a culture of literacy that is already inherent in schools; in addition, students' work is displayed throughout the school. There is also a model class at every meeting; students are given special assignments related to the subjects taught. This also applies to non-model classes where students can work on what they like or want to write in the form of stories or pictures.

After the assignment is completed, students place their work in front of the class, either in the form of a story, rhyme, or picture. This is done by the school on the recommendation of the school team to be an attraction for students and make the students happy. If their work is displayed in front of the class, students will automatically read what they display. Facilitating the social environment,

and the last indicator is affective as a literate model for communication and interaction. The students have good morals, as shown by the fact that they always greet their teachers. By setting a good example for other teachers, teachers can be role models for their students to become fond of reading.

### **3. Implementation of the Literacy Culture Development Program at Banguntapan State High School, Yogyakarta**

The principal of Banguntapan State Senior High School, as the highest leader, has the right and role in determining policies to require students, teachers, and education personnel to read for fifteen minutes before class. To support this activity, the principal also builds a school environment full of literature, such as a library. The Banguntapan State Senior High School library is very adequate. The neat, clean, and comfortable condition of the library with a well-arranged collection of books shows this. In addition, the principal provides supporting facilities such as reading corners, wall magazines, and interesting reading books for students to read.

The development carried out at Banguntapan State Senior High School aims to improve students' literacy skills. At Banguntapan State Senior High School, students are asked to read fifteen minutes before class as a development activity. Reading can be done out loud, silently, or through other activities involving non-academics. Activities carried out include reading fairy tales that contain real-life values for students or speaking in English and or Javanese. Activities in the school library and visits to city or regional libraries are also used to improve literacy. Before entering the teaching and learning process, the development of literacy culture is also carried out in the learning process. In the core stage of learning, the teacher asks students to read the material to be taught for 15 minutes so that they have an initial understanding of what the teacher will teach.

Students at SMA Negeri Banguntapan Istiqomah have good character in terms of greeting, especially when they meet their teachers. Students then learn what is good and bad after they say hello loudly. Developing a social and

affective environment as a literate example for communication and interaction. In fact, students always greet each other. When they meet and shake hands, the teacher has taught the students that they must respect each other, especially the teacher. In addition, the teacher has set a good example to be a role model for their children. In addition to developing a culture of literacy at SMA Negeri Banguntapan, increasing students' interest and desire to read is evidence of success. The increasing number of students who like reading shows that they enjoy, like, or have an interest in reading. Interest is something that someone likes and enjoys so that when someone does what they are interested in, they will feel happy without external coercion.

Evidence of student learning success in carrying out learning activities according to the weight achieved. In fact, after the Indonesian Literacy School program began, students and teachers became more enthusiastic, and teachers also felt more confident about the professionalism of educators. They now make lesson plans that are in accordance with what is taught and tested on students. According to the latest theory, a person can only think well if they meet three components: psychomotor, affective, and cognitive. Literacy culture correlates with the facts in the field that are already running, providing knowledge to students because reading opens a window to the world. Although the School Literacy Movement Program through the Reading Corner at Banguntapan State High School has the potential to increase students' interest in reading, there are several problems that hinder it. To maximize this program, teachers, librarians, and parents must work together to support literacy activities in schools.

The results of the study indicate that SMA Negeri Banguntapan Yogyakarta has a literacy culture. Making a significant contribution to the formation of character and student learning achievement at SMA Negeri Banguntapan: (a) Students read 15 minutes before class starts; students read prayers before starting to study. (b) The social and affective environment is already running, and each class has a mini library and a main library. (c) There is a literacy program training at SMA Negeri Banguntapan. The

character of students at SMA Negeri Banguntapan is quite good because students are used to greeting teachers.

## Conclusions

The literacy culture at SMA Negeri Banguntapan contributes to the formation of character and academic achievement of students. This is because the habit of reading can help students learn more. The character of SMA Negeri Banguntapan students is quite good because school students can distinguish quality. Students are accustomed to greeting and kissing the hands of their teachers at SMA Negeri Banguntapan. Student learning practices SMA Negeri Banguntapan's achievements increase every year, although not in a significant category, but there is an improvement from previous years.

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