

THE ROLE OF SCHOOL LITERACY MOVEMENT (SLM) IN INCREASING STUDENT INTEREST IN READING: A LITERATURE REVIEW

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Abstract

This study was prompted by students' lack of interest in reading and literacy abilities in Indonesia. In 2015, Indonesia ranked 62 out of 76 countries in the PISA survey. The government created the School Literacy Movement (SLM) program in 2016, in response to students' low literacy scores and reading interest. The government expects that this program will increase reading enthusiasm in Indonesia. The objective of this study was to investigate the impact of the SLM on students' reading interest. The method utilized is a literature research or review. A literature study is a research design used to collect data sources on a certain topic. As the stage of searching for literary sources, data collecting for the study of literature is carried out using a database search tool. This research is conducted by synthesizing conceptual or empirical articles pertinent to the study to be conducted. It begins with the analysis of articles pertinent to the topic to be reviewed, this entails discussing and reviewing the articles by identifying and classifying them based on the elements to be reviewed from multiple articles that discuss essentially the same subject. According to the papers discovered and evaluated, the school literacy movement has a positive role on students' reading interest, this is proven by the increase of library visits, the increase in problem-solving skills in the learning process, the increase in students' capacity to write Wall Print Magazines, and the increase in the number of students who read before class. As a result, it can be inferred that SLM has a role in enhancing children's interest in reading through various school-based programs and activities.

Key words: School Literacy Movement, Reading Interest, Literacy

INTRODUCTION

Understanding what is written in literature, books, or text to comprehend a concept is the process of reading. Everyday life requires reading in order to gain new knowledge, apply what has been learnt, and benefit from the writing contained in the text (Elendiana, 2020). One of primary skills that everyone has to have is the ability to read. Because a person with this capacity can overcome numerous obstacles by reflecting on his past

experiences. If a student wants to survive as an adult, must develop this competency. For instance, it is absolutely imperative in creating reports and taking measures when one enters workforce, as well as when writing scientific papers in higher institutions.

However, strengthening literacy is still a challenge for Indonesian. Central Connecticut State University conducted a study of the Most Littered Nation in the World in March 2016 showing that the reading interest of Indonesian ranked 60th from 61 countries (Gewati, 2016). This fact shows that the reading interest of the Indonesian is regarded still at low level. Based on research conducted by Triatma (2016), it was found that the reading interest of grade VI students at the school was still low. This can be seen based on the level of student visits to the library which are rarely done because students lack attention to books and the benefits of reading, as well as a lack of motivation from themselves and others.

People's low reading interest has an impact on their low reading skills, in this example, school-age pupils. According to a reading literacy test conducted by the International Association for Educational Achievement in PIRLS on reading comprehension for grade IV elementary schools in 2011 in collaboration with TIMSS, Indonesia was ranked 45th out of 48 countries with a score of 428 out of an average score of 500. (Mullis, et al, 2012). According to the findings of Basuki's (2011) research, Grade IV elementary school pupils exhibit poor reading comprehension skills. Students only understand 30% of the reading material. Furthermore, the Organization for Economic Cooperation and Development (OECD) administered a high school reading literacy test in PISA in 2015. Out of 70 participating countries, Indonesia was rated 62nd with a score of 397 out of an average score of 493. (OECD, 2015).

According to PIRLS and PISA data, Indonesian children's reading ability remains relatively low. This is consistent with Marseno et al (2014), He claimed that students' comprehension of information literacy remained

below the level of understanding. This was based on the percentage of kids who comprehend information literacy, which was at 48.43% in public elementary schools and 44.8% in private elementary schools. This number indicates that pupils' comprehension of information literacy is still below average (50%). It should be realized that information literacy is a vital necessity for encouraging all individuals, particularly for students, to get the information and knowledge they required in their daily life.

The existence of The Prague Declaration: Towards an Information Literate Society (UNESCO, 2003) with initiated result, namely the existence of a literate society is the key in the development of the nation and society for social, cultural, and economic life, reinforces the importance of information literacy. Furthermore, according to The Alexandria Proclamation on Information Literacy and Lifelong Learning (UNESCO, 2005), information literacy and lifelong learning are indications of a literate society, i.e. those that may bring wealth, freedom, and self-development in life. That is, information literacy enables people to effectively search, assess, use, and produce information in their personal and societal life. Therefore, in IFLA Media and ILR it is recommended that government and related organizations provide development support for education, libraries, information, personnel and matters related to literacy development (UNESCO, 2013).

In the effort to overcome this case, the Government of the Republic of Indonesia has developed a School Literacy Movement program through the Ministry of Education and Culture. The School Literacy Movement or what is abbreviated as SLM is an attempt that is attempted as a whole to make schools an educational organization whose citizens are literate for life through public involvement (Fathonah, 2016: 2).

SLM is expected to be able to increase students' interest in reading, as well as increase good behavior, virtuous character through multiliterate education. Besides that, it can also create people who have social, emotional and spiritual intelligence. The School Literacy Movement has 3 stages

consisting of the habituation stage, the development stage, and the learning stage. However, in practice, this school literacy movement has not been fully successful. Several schools experienced various obstacles, especially in terms of infrastructure, teacher resources, and lack of cooperation with parents and other parties.

Therefore, this research needs to be conducted to explore the factors that influence the low reading interest of students in Indonesia and how the effectiveness of the school literacy movement as an alternative in order to increase students' interest in reading in Indonesia. The issue low interest in reading can be seen by examining the challenges encountered in fostering a greater enthusiasm for reading inside educational institutions that have adopted the school literacy movement (Wahab & Amaliyah, 2021). Meanwhile, the efficacy of the school literacy movement can be discerned by an analysis of its influence on fostering a heightened enthusiasm for reading after to its implementation within educational institutions.

Interest is a person's tendency towards something, which can guide what someone likes and wants to do. Interest in learning something may contribute to a better learning result and supports further learning outcomes. According to Guillfrod (1956), interest is a tendency for a person's general behaviour to be attracted to specific groups. So, interest will encourage individuals to do something.

Reading is an integrated activity that includes several activities, such as recognizing letters and words, associating sounds with their meanings and drawing conclusions about the intent of reading (Nurdjan et al., 2016; Tristiantri & Sumantri, 2016) in Sukirman et al, 2021. According Azir (2021) reading is an activity of picking meaning or understanding not only from a series of written words (reading the lines), but the meaning behind the rows between the lines (reading between the lines). Tarigan (1982) states that reading interest is a person's ability to communicate with oneself to capture the meaning contained in writing so as to provide an emotional experience as

a result of a deep concern for the meaning of reading. Interest in reading is strongly believed to carry out reading activities in gaining knowledge. In fact, interest in reading does not necessarily exist within a person, it needs to be nurtured from an early age. The role of parents, teachers, and the world of literacy is needed to grow and explore students' interest in reading from elementary school age.

According to Yardi (2008) in Setyawatira (2009), Indonesian society's interest in reading is still very low, this can be seen from the data released by the IEA (International Association for the Evaluation of Education Achievement) Study in East Asia, where the lowest reading rate is Children are held by Indonesia with a score of 51.7, below the Philippines with a score of 52.6, Thailand with a score of 65.1, Singapore with 74.0 and Hong Kong with 75.5. It shows that reading Interest of Indonesian is still remains low compared to other countries in Asia. In addition, the ability of Indonesian children to master reading materials is also low, it just only at 30 percent.

The low reading culture in Indonesian society has resulted in a lack of development of science and technology in Indonesia. The Central Bureau of Statistics (BPS) in 2012 stated that Indonesian people prefer watching television with a percentage of 91.68% and listening to the radio with a percentage of 18.57% compared to reading newspapers which is only around 17.66% (www.bps.go.id).

At the primary education level, children's reading habits are still low. The survey that was conducted noted that the reading ability of elementary school children in Indonesia was ranked 26th out of 27 countries surveyed. This fact is reinforced by the results of the 2003 Program for International Student Assessment (PISA) research, Indonesia was ranked 40th out of 40 participating countries (Triatma, 2016).

Vincent Greannary quoted by the World Bank in an Education Report "Education in Indonesia from Crisis to Recovery" in 1998 conducted a study on the reading ability of grade VI elementary school children (Karyono,

2007). The results of the study indicate that the reading ability of grade VI elementary school children in Indonesia occupies the last position with a score of 51.7 after the Philippines which scores 52.6 and Thailand which scores 65.1 and Singapore which scores 74.0 and Hong Kong which obtained a value of 75.5.

There are internal factors and external factors that influence students' reading interest. Triatma (2016) in his research explained that the factors that influence students' interest in reading are factors, namely: internal factors (feelings, attention and motivation and external factors that come from outside the student's self. Factors that influence interest in reading from the outside consist of the role of the teacher, environment, family and facilities. A teacher should use a theory or learning strategy component as a learning principle so that the learning process can be well received by students and more easily. The existence of libraries in schools, where the library is a learning resource that is expected to foster interest in reading for students, should be managed properly.

Setyawatira (2009) in her research said that the low interest in reading for children in Indonesia is due to the lack of a reading culture in Indonesia. This is cultivated from the time when children are not used to being introduced to reading. He also pointed that a love of books or an interest in reading is usually born from home. If adults who live at home love books and enjoy reading, it is almost certain that children will also follow the habits of their parents.

Besides the encouragement from the role of the family in fostering interest in reading. Another motivation comes from experiences in school. According to Joko (2019), a bigger role in the progress of children at school is the role of the structure and organization of the school or the role of the teacher. From the results of his research, it was found that teacher plays an important role, where the attention of the teacher can advance child development (Gerungan, 2010).

Schools have an important role in increasing students' interest in reading. However, the existing learning system has not been able to encourage students to read books, seek more information/knowledge than what is taught, appreciate scientific works, philosophy, literature, and others. This is exacerbated by the less optimal use of libraries, both school libraries and reading gardens. In addition, the influence of technology also contributes to low interest in reading, especially among school-age children. Technology advancement can distract children and adults from reading, such as many TV and radio shows, many entertainment places to spend time or games or games.

The School Literacy Movement was developed based on Minister of Education and Culture Regulation No. 23 of 2015 concerning Growth of Character. The Regulation of the Minister of Education and Culture is an effort to cultivate children's character. Based on this regulation, the Ministry of Education and Culture requires every school to encourage students to read books before starting class. The types of books students will read are free, as long as they contain ethical content.

However, one of the most prioritized is fairy tale books, because fairy tale books are entertaining and educational, so they can be read by all ages, both children and adults (Ana, 2020). The School Literacy Movement which is carried out in schools is expected to be able to foster reading habits, so that students' interest in reading can increase (Suprianto & Haryanto, 2017).

The School Literacy Movement is a participatory effort or activity by linking the academic community, publishers, mass media, citizens and stakeholders. The aim of the School Literacy movement is to familiarize and stimulate students' interest in reading and writing. The School Literacy Movement must receive special support and attention from all parties, because this movement encourages school members to carry out knowledge activities in reading and writing with end results that can make a positive contribution to the world of education and the environment.

During the implementation of literacy activities, several influencing factors emerged, such as external and internal factors. According to Ichsan (2018: 72) in Ilmi (2021) external factors are the lack of libraries in each school and internal factors are students' lack of awareness of the meaning of literacy. Ilmi argues that there are three problems in the implementation of SLM nationally, the first is the lack of availability of reading books in schools, the second, teachers have not fully mastered the procedures or methods for implementing literacy activities, and third, the lack of availability of reading places such as reading corners, libraries that support the implementation of SLM activities.

Based on this description, there is still a lot to think about when it comes to implementing the SLM programmer. Both external and internal factors are critical and a challenge for the Indonesian people to improve, because a country's supremacy may be reflected in its literacy culture. Each school has its own supporting facilities to encourage youngsters to read. This statement is consistent with the literacy curriculum, which allows kids to explore, master, and practise the knowledge they have learned in school in order to improve their enthusiasm in reading.

The School Literacy Movement (SLM) is a comprehensive effort to transform schools into learning organizations with citizens who are lifelong learners through public participation (Retnaningdyah, 2016). The School Literacy Movement requires collaborative support from a variety of sources. Efforts are being made to make it a reality through kids' reading habits. This is accomplished by a 15-minute reading activity (the teacher reads a book and the students read silently, which is tailored to the setting or school's aim). When the habit of reading is created, it will be oriented to the stages of development and learning.

METHOD

The method used is literature study or literature review. Literature study is a research design used in collecting data sources related to a topic. The literature study aims to describe the main content based on the information obtained (Herliandry et al., 2020). In this study, data collection was carried out through Google Scholars by selecting journals related to the school literacy movement (SLM) and its association with increasing students' interest in reading. In addition, the literature study method is a series of activities related to methods of collecting library data, reading and taking notes, and managing research materials (Zed, 2008:3).

Literature study is an essential activity in research, particularly academic research, with the primary goal of developing theoretical as well as practical components. Each researcher conducts literature studies with the primary goal of establishing a foothold/foundation in order to obtain and create a theoretical framework, frame of mind, and determine provisional conjectures, also known as research hypotheses. So that scholars can organize, group, and organize a wide range of literature in their specialty. Researchers gain a broader and deeper grasp of the subject to be addressed by performing a literature review. Researchers do a literature review after determining the research topic and the formulation of the problem, but before going into the field to collect the necessary data (Darmadi, 2011)

The present study employed a systematic review methodology to synthesize pertinent conceptual and empirical literature in order to facilitate the research process. In the context of composing a literature review, it is imperative to incorporate references to prior publications or scholarly works in two key sections, namely the introduction and discussion. The inclusion of a reference serves as both a means of bolstering the argument and as a point of reference to the literature upon which the analysis is founded.

The process of synthesizing articles derived from thoughts or research findings commences with the analysis of pertinent articles pertaining to the

subject matter under examination. This entails engaging in a scholarly discourse by examining and categorizing articles according to the specific components to be evaluated, drawing from a selection of articles that address a closely related subject matter. Synthesis refers to the systematic integration of findings derived from the analysis of many publications, wherein the similarities and differences among these articles are examined. The purpose of this procedure is to draw conclusions by considering the collective similarities and differences identified among the analyzed articles.

The utilized instrument is a synthesis matrix that is administered in accordance with pivotal research pertaining to certain subjects. The employed synthesis matrix takes the shape of tables or diagrams, facilitating the organization and categorization of diverse arguments extracted from several articles. By integrating various components, researchers can derive an overall impression or conclusion pertaining to the entirety of the article. This research includes papers that focus on school literacy movement programs aimed at enhancing students' reading interest in several educational institutions, including SD Negeri Pamongan in Demak Regency, SDN Negeri 3 Kaler Purwakarta, SDN 1 Penatih, SMP Negeri Pleret Bantul, and SMA Negeri in Balikpapan.

RESULTS

Based on the mandate of the Minister of Education and Culture Regulation No. 23 of 2015 concerning the Growth of Character, elementary and secondary schools in Indonesia have carried out a lot of the School Literacy Movement (SLM). The author analyzed the pattern of implementation of SLM in schools and how effective it was by assessing based on the results of previous research including at SD Negeri Pamongan, Demak Regency, SDN Negeri 3 Kaler Purwakarta, SDN 1 Penatih, SMP Negeri Pleret Bantul, and SMA Negeri in Balikpapan.

Implementation of SLM in SD Negeri Pamongan, Demak Regency

Based on research conducted by Ramandanu (2019), the implementation of the school literacy movement at SD Negeri Pamongan, Demak Regency, is at the habituation stage. The school has facilitated students with an additional 60 fairy tale books, 50 large picture books, 50 illustrated folk tales and 50 cartoon word books, a reading corner placed in each class, also improving infrastructure facilities in the library such as fans, comfortable seats to increase students' desire to visit and read.

In its implementation, the school has succeeded in getting used to 15 minutes of reading before class began, it was by reading aloud for grade 1 and reading silently for higher grades. In addition, there is a special time, namely Friday for the learning process in the library. The results of the school literacy movement at SD Negeri Pamongan was quite significant. Based on interviews with school principals, there was an increase in the number of students visiting the library after the program was run. In addition, students' understanding of reading material also increased. The obstacles found were the lack of participation of parents, committees, and other parties outside the school in fostering students' interest in reading.

Implementation of SLM at SDN 3 Kaler, Purwakarta

Based on the observations and interview with the AB Principal in the research of Ilmi et al (2021), data obtained that the School Literacy Movement program at SDN 3 Kaler had been implemented since 2016. The results of the interview revealed that the student response to the School Literacy Movement was only 60% up to 70% due to lack of encouragement from the school environment or outside the school environment and lack of motivation that influenced them to be even more active in reading. This was certainly an obstacle for the school to realize the School Literacy Movement.

One action was done in order to cope with this, the plan for the school literacy movement which makes it a habit to read 15 minutes before class has not been fully implemented, because it is difficult to determine a specific time

for that hour. In addition, the SDN 3 Kaler library is not supported by good facilities and infrastructure. A number of students thought that the library was inconvenient, making them lazy to visit and read. Another obstacle found was the lack of outreach to parents of students in this reading movement. So that the success of increasing students' reading interest has not been realized (Ilmi et al, 2021)

Implementation of SLM SMPN 2 Pleret, Bantul Regency

Research conducted by Suprianto & Haryanto (2017) describes the forms of activities in the implementation of the School Literacy Movement Program at Pleret Middle School, Bantul Regency, including the 20-minute reading program, class reading corner competitions and reading competitions, publishing poetry anthologies and collections of short stories, wall magazines, school newspapers, and the school magazine "Macao", creating a literate school environment, and the book donation movement program (GERBANGKU).

The real results of the School Literacy Movement at Pleret 2 Public Middle School are 20 minutes of reading every morning at the start of learning, the publication of the school newspaper "Macao", Wall Print Magazine "Macao", School Bulletin "Acrylic", Poetry Anthology, and Collection of Short Stories. Meanwhile, the obstacles encountered in the implementation of the School Literacy Movement program were mainly technical constraints in implementing the 20-minute reading activity, and obstacles in evaluation, namely efforts to meet the achievement indicators for the School Literacy Movement program.

Implementation of SLM at SDN 1 Penatih, Denpasar

The school literacy movement in this study is the habit of reading students. This habituation is carried out with a 15-minute reading activity (the teacher reads a book and the school members read silently, which is adjusted to the context or school's target). When the habit of reading is

formed, then it will be directed to the development and learning stages. Measuring students' reading interest in this study assessed the indicators used to measure reading interest: 1) Feelings of pleasure in reading. 2) The need for reading. 3) Interest in reading. 4) Utilization of time. 5) The desire to find reading material (Rusniasa et al, 2021).

Based on the research that has been done, it was found that there was an influence of the School Literacy Movement (SLM) on reading interest and Indonesian learning outcomes in Class IV SD Negeri I Penatih, East Denpasar District, 2019/2020 Academic Year. The impact of implementing the School Literacy Movement is first, by carrying out the School Literacy Movement students become accustomed to and like to read. This habit shows that students' interest in reading is classified as very high. Second, with students getting used to reading makes students' insights increase. This has a positive impact on students' ability to solve problems in learning, so that student learning outcomes can be improved. Third, by carrying out the School Literacy Movement students become wiser in utilizing information and communication technology because students not only use their gadgets to access social media, but also access readings that support learning.

Implementation of SLM in SMA in Balikpapan

The SLM program at SMA in Balikpapan has not been socialized properly. This can be proven from the results of Joko's interview (2019) the question about what teachers think is the impact of the literacy movement program carried out by the Balikpapan City government in an effort to increase students' reading movements in student learning at school. As a result, as many as 41.67 percent of teachers answered that there was an impact and as many as 41.67 percent of teachers considered that there was no impact, and 16.67 percent did not answer.

Based on Joko's research (2019) in three high schools in Balikpapan, namely SMAN 1 Balikpapan, SMAN 2 Balikpapan, and SMAN 5 Balikpapan, it was found that there had been efforts made by schools to carry out literacy

strengthening movements including reading movements fifteen minutes before class, assignments practice questions given to students, provision of reading material to be discussed and presented in groups, and there is a requirement for students to read, take notes and summarize material. However, the obstacle is that not all teachers are aware of implementing this. In addition, the lack of available facilities also hinders the process of increasing students' interest in reading. Some schools still have difficulties in providing reading corners. Collaboration with committees, publishers, libraries is also needed to develop this program in a sustainable manner.

Table 1. Configuration of SLM Implementation Research Results in Indonesia

	<i>Pamongan State Elementary School, Demak Regency</i>	<i>Elementary School 3 Kaler, Purwakarta</i>	<i>Junior high School 2 Pleret, Bantul Regency</i>	<i>Elementary school 1 Penatih, Denpasar</i>	<i>Senior high school in Balikpapan</i>
Forms of activity	<ul style="list-style-type: none"> 15 minutes of reading before class begins with reading aloud techniques for grade 1 and silent reading techniques for higher grades. There is a special time, namely Friday for the learning process in the library. 	<ul style="list-style-type: none"> Movement of 15 minutes of reading before class, but has not been fully implemented, because it is difficult to determine a specific time at that hour. Books and authors are recorded in diaries Posters that inspire the reading movement 	<ul style="list-style-type: none"> 20-minute reading program, Class reading corner competition and reading competition, Publishing poetry anthologies and collections of short stories, wall magazines, school newspapers, and the school magazine "macaa", Creating a literate school environment book donation movement program (GERBANGKU). 	The 15-minute reading movement (the teacher reads a book and the school members read silently, which is adjusted to the context or school's target).	<ul style="list-style-type: none"> Fifteen minutes of reading movement before class, there are practice questions given to students, provision of reading material to be discussed and presented in groups, there is a requirement for students to read, take notes and summarize material.
Facilitation	<ul style="list-style-type: none"> Additional 60 fairy tale 	<ul style="list-style-type: none"> Reading corner in every class 	<ul style="list-style-type: none"> Establishment of a school 	Provision of a reading	<ul style="list-style-type: none"> Progress in completing

	books, 50 large picture books, 50 illustrated folk tales and 50 cartoon word books <ul style="list-style-type: none"> ▪ Reading corner placed in each class, ▪ Improvement of infrastructure in the library such as fans, comfortable seats 	<ul style="list-style-type: none"> ▪ Non-learning books are available in the library and reading corner ▪ Libraries are not supported by good facilities and infrastructure. Students are less comfortable so that it makes them lazy to visit and read. 	literacy team that plans, implements and evaluates SLM. <ul style="list-style-type: none"> ▪ Book donation program ▪ Creates a text-rich environment ▪ There is a school reading corner and a class reading corner 	corner with a collection of textbooks and non-classes	reading materials in the library <ul style="list-style-type: none"> ▪ Facilitating teacher directions to implement SLM even though socialization is still considered lacking
Outcomes	Increase in the number of students visiting the library students' understanding of studying reading material increases.	The student response to the School Literacy Movement is only 60% to 70% due to a lack of encouragement from the school environment and the environment outside the school as well as a lack of motivation that influences them to be even more active in reading.	20 minutes of reading every morning at the beginning of the lesson, publication of the school newspaper "Macaa", Wall Print Magazine "Macaa", School Bulletin "Acrylic", Poetry Anthology, and a Collection of Short Stories.	<ul style="list-style-type: none"> ▪ Students become accustomed to and love to read. ▪ Insight of students to be increased. So that students' ability to solve problems in learning increases, ▪ Students become wiser in utilizing information and communication technology 	<ul style="list-style-type: none"> ▪ With reading activities before entering class, students are accustomed to reading material ▪ Teachers began to encourage their students to think creatively in learning
Constraint	Lack of participation of parents, committees and other parties outside the school in fostering students' interest in reading.	<ul style="list-style-type: none"> ▪ It's hard to set a specific reading time. ▪ Libraries are not supported by good facilities and infrastructure. ▪ Lack of socialization to parents of students in this reading movement. 	Obstacles in evaluation, namely in efforts to meet achievement indicators for the School Literacy Movement program.	The need for parental support while at home	<ul style="list-style-type: none"> ▪ Not all teachers are aware of and implement these efforts. ▪ the lack of available facilities also hinders the process of increasing students' interest in reading. ▪ Some

schools still have difficulties in providing reading corners.

- It needs cooperation with committees, publishers, libraries

Based on the configuration of the results of previous research related to the implementation of the School Literacy Movement that has been running, it is concluded that in the implementation of the SLM as a mandate from the Minister of Education and Culture Regulation No. 23 of 2015 concerning the Growth of Character, schools have implemented this program in everyday learning. The progress that has been successfully carried out is in the habituation stage.

From the five studies with case studies in five different schools above, in general schools have implemented the habit of reading before lessons begin. Schools also try to facilitate students by providing reading corners, completing collections of reading books that interest them, as well as providing facilities that make students comfortable reading both inside and outside the classroom. Although not all schools have demonstrated the success of SLM in fostering interest in reading, some have shown improvement, as judged by an increase in the number of library visits, an increase in the level of student understanding, and better problem solving in lessons. This is certainly a positive outcome felt by the school. Some of the obstacles to implementing the SLM program include the lack of outreach, especially to parents of students (Widayoko et al., 2018). At home, students' reading habits are not supported and encouraged, so it is quite difficult to get used to this reading culture. In addition, teachers' knowledge and commitment need to be increased so that this program is implemented properly. Some schools also still have difficulties in providing facilities and infrastructure such as completing reading books, providing libraries and

reading parks that are comfortable for students so there is a need for cooperation with other parties outside the school such as committees, book publishers, city government, and parent associations.

CONCLUSION

Strengthening literacy in Indonesia is still a big challenge. This is due to the low reading interest of students in Indonesia so that it has little effect on reading ability. Meanwhile, strong literacy is an indicator of the nation's progress. Since people's interest and ability to read is closely related to the quality of human resources, Low reading literacy will affect the nation's competitiveness in global competition.

Interest in reading does not necessarily exist in every individual, but needs to be explored and nurtured from an early age. Of the factors above, external factors, especially in schools, are the ones that most strongly influence students' interest in reading. However, it turns out that not all schools have implemented a learning system that supports students to continue reading. The existence of a school literacy movement mandated by the Ministry of Education and Culture is sufficient to have a positive impact on increasing students' interest in reading. The implementation of the SLM program has been carried out well so that reading habits have started to be carried out routinely. In addition, some of the results of interviews that have been conducted in previous research are also quite encouraging to see from increased library visits, as well as an increase in student achievement through this reading habit. Thus, it is concluded that this program is quite effective in increasing students' reading interest and needs to be continuously developed.

Some of the obstacles that still need attention are related to socialization to parents of students so that this program can be more successful. In addition, the improvement of adequate facilities and infrastructure to encourage the creation of a pleasant reading atmosphere such as reading

corners, a comfortable library, and the addition of a collection of non-classical books that motivate students to read more so that a climate of love for reading among school students can be realized. For this reason, cooperation between the school and committees, book publishers, government, and parent associations are needed to support the success of this school literacy movement.

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