Integrated Education Journal
Volume 3 Nomor 1 Jan-Jun (2026) E-ISSN 3064-3104
DOI: https://doi.org/10.67899/iej.v3i1.207

The Effectiveness of the School Literacy Program in Enhancing Students' Reading Interest at SMK Negeri 1 Mempawah Hilir

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Abstract

This study aims to analyze the implementation strategies and the level of effectiveness of the School Literacy Program (SLP) in improving students' reading interest at SMK Negeri 1 Mempawah Hilir. The study employs a qualitative approach with a descriptive design. Data were collected through interviews, observations, and documentation, and were analyzed using data reduction, data display, and conclusion drawing techniques. The results indicate that the School Literacy Program is designed in a contextual and adaptive manner in accordance with the characteristics of vocational high school students. The main strategies implemented include a 15-minute reading habit before class, literacy journal writing, reading discussions, and the provision of reading corners in each classroom. The implementation of these strategies has been shown to increase students' active participation, reading independence, positive attitudes toward literacy, and their ability to produce written works such as short stories and poetry. However, the program's effectiveness has not yet been optimal, as some students are still not fully engaged. The novelty of this study lies in revealing a contextual-adaptive literacy implementation model in the vocational school setting, which integrates habituation, reflection, and creative production as a unified strategy to enhance students' reading interest.

Keywords: Program Effectiveness, School Literacy, Reading Interest.

Abstrak

Penelitian ini bertujuan untuk menganalisis strategi implementasi dan tingkat efektivitas Program Literasi Sekolah (PLS) dalam meningkatkan minat baca siswa di SMK Negeri 1 Mempawah Hilir, Penelitian menggunakan pendekatan kualitatif dengan desain deskriptif. Data dikumpulkan melalui teknik wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan tahapan reduksi data, penyajian data, dan penarikan kesimpulan. hasil penelitian menunjukkan bahwa Program Literasi Sekolah dirancang secara kontekstual dan adaptif sesuai dengan karakteristik siswa sekolah menengah kejuruan. Strategi utama yang diterapkan meliputi pembiasaan membaca selama 15 menit sebelum pembelajaran, penulisan jurnal literasi, diskusi bacaan, serta penyediaan pojok baca di setiap kelas. Implementasi strategi tersebut terbukti mampu meningkatkan partisipasi aktif siswa, kemandirian membaca, sikap positif terhadap literasi, serta kemampuan menghasilkan karya tulis seperti cerpen dan puisi. Namun demikian, efektivitas program belum optimal karena masih terdapat sebagian siswa yang belum terlibat secara maksimal, kebaruan (novelty) penelitian ini terletak pada pengungkapan model implementasi literasi berbasis pendekatan

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kontekstual-adaptif pada lingkungan SMK, yang mengintegrasikan pembiasaan, refleksi, dan produksi karya sebagai satu kesatuan strategi peningkatan minat baca siswa.
Kata Kunci: *Efektivitas Program, Literasi Sekolah, Minat Baca.*

A. Introduction

State Vocational School 1 Mempawah Hilir, as a vocational education institution, has implemented the School Literacy Program (PLS) to encourage increased student interest in reading by using strategies. Inquiry Learning Inquiry is an effort to instill the basics of scientific thinking in students, so that in this learning process students learn more independently, develop creativity in solving problems, students are truly placed as learning subjects and the role of the teacher in learning with an inquiry approach is as a guide and facilitator (Dewi Fauziyah, 2015: 50).

This activity begins with 15 minutes of independent reading before the first lesson begins. And this activity is carried out on Tuesday, Wednesday and Thursday, on Monday students carry out the routine flag ceremony and Friday students carry out routine gymnastics with the school community. For student reading strategies in literacy activities, teachers agreed that each literacy activity students are given the freedom to choose their own reading materials. Before the activity begins, students are directed to take reading books first from the reading corner provided in the classroom or borrow directly from the school library. This strategy provides flexibility for students to choose reading materials that suit their interests and level of understanding, thereby increasing active involvement in literacy activities.

To see the indicators of students' reading interest achievement, namely by giving them end-of-semester project assignments and reading journals and their enthusiasm in reading. following a literacy program which is an indicator of students' reading interest (Ekowati and Suwandayani, 2018: 11).During the project creation stage, students are asked to create a literary work as a form of expression of the literacy experiences they have undergone. This work can take the form of a pantun, poem, short story, short film, or other literary form that reflects the students' understanding and creativity. Through this evaluation, teachers can assess the extent to which students have developed their reading interests and overall literacy skills.

However, the phenomenon of low reading interest among students, especially at the secondary school level, is a challenge that needs to be addressed. This can negatively impact the learning process and character development of students, especially in majors that require skills and a good understanding. SMK Negeri 1 Mempawah Hilir, as a vocational secondary education institution, has a responsibility to prepare students to be ready to face the challenges of the world of work. The concept of effectiveness is also closely related to the evaluation of the program that will be implemented. Anderson also added that evaluation is a process to understand the activities that will be planned and support (Amaniyah, Fitrotun, etc., 2024: 38).

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The phenomenon of low student interest in reading is not unique to SMK Negeri 1 Mempawah Hilir, but is a widespread problem across Indonesia. Various surveys have shown this concerning situation. The results of a survey conducted byProgram for International Student Assessment(PISA), the literacy rate in Indonesia is still below the average of other countries (Ashar Hidayah, 2017: 22).Survey results from various institutions show that the reading interest of Indonesian people is relatively low. The 2011 PIRLS report noted that the reading interest of 4th grade elementary school students in Indonesia was ranked 45th out of 48 participating countries, with a score of 428, while the global average score was 500. In addition, statistical data from UNESCO in 2012 showed that the reading interest index in Indonesia only reached 0.001, which means that only one person in every 1000 people in Indonesia has an interest in reading, a study on literacy conducted byCentral Connecticut State Universityin 2016 inNew Britain, Connecticut, the United States, also places Indonesia in a fairly concerning position, namely 60th out of 61 countries. Global Relocate sources also indicate that Indonesia has a literacy rate of 96% and will be ranked around 89th in the world in 2024. These findings are certainly very worrying, especially for educators, education practitioners, and the government, including the Ministry of Education, Culture, Research, and Technology, and the Ministry of Religious Affairs (Zulaikhah, 2024: 65).

According to Law No. 2 of 1989, Chapter 1, Article 1, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation, and state." From the definition of education, it can be seen that education is one of the main tools used to achieve goals in accordance with targets in education, starting from the lowest level of kindergarten to the highest level of education (Djaali, 2006:123).

In Islam, the importance of reading and seeking knowledge is also emphasized, this has been emphasized since the first revelation given to the Prophet Muhammad SAW, namely Q.S. Al-'Alaq verses 1-5:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ۚ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ۚ اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ۚالَّذِي عَلَّمَ بِالْقَلَمِ ٤ۚ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning; "Read in the name of your Lord who created. He created man from a clot of blood. Read, and your Lord is the Most Glorious. Who teaches (man) by the pen. He teaches man that which he did not know." (Q.S Al-Alaq:1-5)

The verse begins with the command“Iqra”(Read), which indicates that reading and seeking knowledge are fundamental to Islam. Allah not only commands reading, but also emphasizes that knowledge is acquired through the pen and that Allah teaches humans what they do not know.

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Literacy from an Islamic perspective is not just about reading and writing skills, but also encompasses in-depth understanding, critical thinking, and the use of knowledge for the good and advancement of humanity. In today's digital age, literacy is increasingly important because nearly every aspect of life is connected to technology. Therefore, literacy is no longer limited to basic skills but also encompasses a deeper understanding in line with current developments and global needs (Fayza dan Dadi, 2021:57).

Thus, research on the effectiveness of the school literacy program at SMK Negeri 1 Mempawah Hilir is not only relevant to local needs, but also part of national and even religious efforts to improve the quality of education and build a culture of literacy. Based on the background described above, the researcher is interested in conducting research on the Effectiveness of the School Literacy Program in Increasing Students' Reading Interest at SMK Negeri 1 Mempawah Hilir.

B. Method

This study uses a descriptive qualitative approach. The researcher acts as a passive observer to describe the phenomenon as it is without manipulating variables (Sugiyono, 2018: 226). The type of research used is field research at SMK Negeri 1 Mempawah Hilir. Object: The effectiveness of the school literacy program in increasing students' interest in reading, Subject: The principal, the teacher in charge of literacy, and students. Primary Data: The principal, the literacy teacher, and 4 students through observation, interviews, and direct participation, Secondary Data: Documents, books, journals, notes, reports related to the literacy program. Data Collection Techniques Participatory observation, Structured interviews, Documentation (Uswatun Khasanah, 2020: 25). Data Collection Instruments, Interview guide, observation guide, notebook, stationery, mobile phone for documentation and recording. Data Analysis Technique, Data reduction, Data presentation arranged in narrative/table/graph, Conclusion drawing & verification using triangulation for validation. Data Validity Checking Technique, Using triangulation of sources, methods, and time to ensure data credibility (MB Miles and AM Huberman, 1994: 10).

C. Results and Discussion

1. School Literacy Program Strategies to Increase Reading Interest Among Students

a. Implementation of Strategies and Approaches

The strategies and approaches in the literacy program at SMK Negeri 1 Mempawah Hilir are designed to increase students' interest in reading through various structured activities, such as 15 minutes of reading before class begins every Tuesday through Thursday, providing reading corners in each classroom, and involving students in literacy activities such as presentations and book discussions. This strategy aligns with the guidelines.School Literacy Movement(GLS), which emphasizes the importance of cultivating a 15-minute reading habit before class as an effort to build a

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culture of literacy in the school environment. Furthermore, varied literacy activities such as book discussions and the provision of reading corners effectively increase student motivation and participation in reading (Nurjanah, 2020: 15).

Mrs. Syetia Warni, S.Pd., as the Teacher in Charge of the Literacy Program, said that:

"The main strategy we implement is to implement a 15-minute school literacy program before the first lesson begins. This activity aims to train students' public speaking skills, so they are able to convey important ideas and information orally. Read critically by understanding the content of the reading, and encourage students to ask questions based on what they have read."(Personal Interview with Mrs. Syetia Warni, S.Pd, June 3, 2025)

Then this same thing is also in accordance with what was conveyed by Mr. Bambang Juwarno, M.Pd., as the Principal of SMK Negeri 1 Mempawah Hilir who said that:

"As educators, we deeply understand the importance of literacy. The literacy skills possessed by each student significantly impact the quality of education, especially at SMK Negeri 1 Mempawah Hilir. Furthermore, this effort also supports the development of the Pancasila Lesson Profile, particularly in the areas of critical, creative, and independent thinking. That is the main reason why we are implementing this literacy program.(Personal Interview with Mr. Bambang Juwarno, M.Pd, June 3, 2025)

Based on interviews with the Principal and the Teacher in Charge of the Literacy Program, it can be concluded that SMK Negeri 1 Mempawah Hilir has implemented a structured literacy strategy that is relevant to the context of student needs. This strategy not only aims to foster students' interest in reading but also supports character development in accordance with the Pancasila Student Profile, particularly in the dimensions of critical, creative, and independent thinking.

b. The Role of Teachers and Education Personnel in Literacy Programs

Teachers act as facilitators, motivators, and mentors in fostering a culture of literacy within the school environment. Educators not only guide students in reading but also design a variety of literacy activities, such as shared reading, creating literacy journals, and guiding students in understanding and discussing reading content. The teacher's role as a literacy motivator is crucial in fostering students' interest in reading and critical thinking skills (Mulyasa, 2017: 25).

Meanwhile, educational staff support program implementation by providing supporting facilities such as libraries, reading corners, and administering literacy activities. Collaboration between teachers and

DOI: https://doi.org/10.67899/iej.v3i1.207

educational staff creates a school ecosystem conducive to the development of reading habits and lifelong learning.

This is the same thing that was said by Mrs. Syetia Warni, S.Pd., as the Teacher in Charge of the Literacy Program, who said that:

"The role of teachers and educational staff is crucial in supporting literacy activities in schools. They are not only tasked with guiding students to read, but also actively participate in designing various engaging literacy activities, such as shared reading, writing literacy journals, and guiding students in understanding and discussing the content of reading. To support these activities, each class is equipped with a reading corner containing a collection of books. These books are replaced regularly by librarians so that students do not become bored with the available reading materials. Teacher duties are also clearly divided: during the first period, teachers are responsible for accompanying students in morning literacy activities. The homeroom teacher acts as a motivator who encourages students' enthusiasm, while the Indonesian language teacher is responsible for assessing the contents of the literacy journal and students' written work."(Personal Interview with Mrs. Syetia Warni, S.Pd, June 3, 2025)

Then Mr. Bambang Juwarno, M.Pd., as the Principal of State Vocational School 1 Mempawah Hilir, said that:

"In efforts to shape character and a culture of literacy in schools, educational staff play a crucial role in providing various supporting facilities. These include libraries, books, reading corners in each classroom, and administrative support to support the smooth running of the literacy program. In addition to providing the facilities, we also routinely monitor the implementation of literacy activities, typically once or twice a week. This monitoring aims to ensure teachers' readiness to assist with activities and observe active student participation. During these monitoring sessions, we also provide guidance to improve the effectiveness of the literacy program."(Personal Interview with Mr. Bambang Juwarno, M.Pd, June 3, 2025)

Based on the results of interviews with Ms. Syetia Warni, S.Pd., as the Teacher in Charge of the Literacy Program, and Mr. Bambang Juwarto, M.Pd., as the Principal of SMK Negeri 1 Mempawah Hilir, it can be concluded that the role of teachers and educational staff is very crucial in supporting the success of the school's literacy program. Teachers are not only tasked with directing students to read, but also actively involved in designing, guiding, and evaluating literacy activities carried out in the classroom. The division of teacher tasks has been systematically arranged, starting from morning literacy assistants, the role of homeroom teachers as motivators, to the evaluation of literacy journals by Indonesian language teachers.

DOI: https://doi.org/10.67899/iej.v3i1.207

c. Student Involvement in Literacy Activities

Student involvement in literacy activities at SMK Negeri 1 Mempawah Hilir is a crucial aspect of the school's literacy program. Students not only play the role of passive readers but are also actively involved in various activities such as independent reading before class, summarizing reading material, participating in discussions, and presenting reading material to the class. Active student participation in literacy activities fosters reading interest, improves text comprehension, and builds students' confidence in communication (Sulistyo, 2019:35).

Through this involvement, students are encouraged to develop critical thinking skills and communication skills, as well as strengthen positive character traits aligned with the values of the Pancasila Student Profile. This participatory approach also provides a space for students to express their understanding and interest in reading, allowing a culture of literacy to grow naturally and sustainably.

This is the same thing that was said by Mrs. Syetia Warni, S.Pd., as the Teacher in Charge of the Literacy Program, who said that:

"In the Literacy Program, students not only read books independently for 15 minutes before class begins, but are also directed to record important information from their reading in a literacy journal. This journal serves as a means of reflection and evaluation to measure students' reading interest. Furthermore, this activity aims to develop critical thinking skills, communication skills, and develop positive character traits that align with the values in the Pancasila Student Profile. Through the literacy journal, students are given space to express their understanding and interest in reading, so that a culture of literacy grows naturally and sustainably."(Personal Interview with Mrs. Syetia Warni, S.Pd, June 3, 2025)

Then this is also in line with the words of the initials A, R, K, D, as students of SMK Negeri 1 Mempawah Hilir who were interviewed, who said that:

"This literacy activity aligns with interests and needs because the school provides freedom to choose the books they wish to read. This freedom makes students feel more comfortable and less burdened in participating in this literacy program, making reading a daily habit, even if it's only done for a short time."(Personal Interview with Student, June 3, 2025)

Based on interviews with Ms. Syetia Warni, S.Pd., and students at SMK Negeri 1 Mempawah Hilir, it can be concluded that the school's literacy program is running quite well. Students not only read books for 15 minutes before class but also record their reading in a literacy journal. This journal is

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used to assess students' interest and understanding of the reading material, while also developing their thinking and communication skills.

2. **The Effectiveness of the School Literacy Program in Increasing Students' Reading Interest at State Vocational School 1 Mempawah Hilir**
   a. **Indicators of Success of Literacy Program**

Indicators of the success of the literacy program at SMK Negeri 1 Mempawah Hilir can be seen from several important aspects, including increased student interest in reading, active student involvement in literacy activities, and positive changes in reading attitudes and habits. In addition, success is also reflected in the consistency of the implementation of literacy activities such as reading 15 minutes before learning, the availability of adequate literacy facilities, and the support and active participation of teachers and education staff in assisting students' literacy process. The improvement in students' ability to understand, analyze, and convey the content of reading both orally and in writing is an indicator that a culture of literacy is starting to form well. In addition, the success of the literacy program is also marked by students' ability to think critically and reflectively about the content of reading (Rahim, 2018: 55).

This is also in line with what Mrs. Syetia Warni, S.Pd., as the Teacher in Charge of the Literacy Program, said:

"When discussing the level of success, we usually conduct an evaluation every semester. Evaluation of the literacy program is carried out by referring to three main indicators. First, students' ability to present important information from the reading material they have read. Second, students' ability to write this information in an orderly and coherent manner in literacy journals. Third, the improvement of students' writing skills in the form of more complex works, such as Field Work Practice (PKL) reports, short stories, and poetry. Indonesian language teachers are also involved in the evaluation process by observing students' progress through paragraph writing assignments that reflect their understanding of the main ideas of the reading material. Students' responses to the implementation of this program are mostly very positive. This is demonstrated by students' initiative to read independently without direction, such as going straight to the reading corner in the morning and showing enthusiasm for reading activities. Students' understanding of the reading material is also quite good, as seen in the quality of presentations and the content of the literacy journals they create. Other indicators are the increase in the number of book loans and student involvement in writing short story anthologies, even though these works have not been published in format or book form."(Personal Interview with Mrs. Syetia Warni, S.Pd, June 3, 2025)

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Then it was strengthened by the explanation from Mr. Bambang Juwarno, M.Pd., as the Principal of State Vocational School 1 Mempawah Hilir who said that:

"The literacy program's success rate is considered excellent and has had a tremendous impact. This program has been proven to significantly increase students' interest in reading. Students have become more interested in books, more focused in learning, and have more critical thinking skills. This improvement has also had a positive impact on their academic achievement. In fact, some students have begun producing written works such as short stories, poetry, and even Field Work Practice (PKL) reports. Indicators of increased interest in reading are visible in changes in students' attitudes, such as their enthusiasm for going to the reading corner without being directed, their habit of putting away their phones in the morning, and their ability to capture and write down important information from reading. Every day, students are able to note 3 to 5 important points from what they read."(Personal Interview with Mr. Bambang Juwarno, M.Pd, June 3, 2025)

This sentiment is echoed by several students who have experienced the positive impact of the literacy program at school. In an interview with one student, A, she stated:

"We feel that the literacy program that this school has created has many benefits, especially in helping us understand lessons, especially Indonesian lessons. Because we are used to reading, we quickly grasp the content of the reading, and it is easy to do writing assignments. Nowadays, reading is no longer boring, but fun, especially if the book suits our interests. Many of us like to read novels and Islamic motivational books, because the stories are interesting and easy to understand. Outside of school hours, if we have free time, we usually go to the library to read. In addition, we are also active in various other literacy activities, such as making summaries in the literacy journal, presenting in front of the class, and even writing papers."(Personal Interview with Student, June 3, 2025)

This statement demonstrates that students are not only helped academically but also in developing thinking and communication skills. The literacy program provides a space for students to express themselves and explore reading materials according to their interests.

b. Changes in Students' Reading Behavior and Interests

The implementation of the literacy program at SMK Negeri 1 Mempawah Hilir showed positive changes in students' reading behavior and interest. Students who were previously less interested in reading began to demonstrate independent reading habits, both at school and outside of class hours. This was demonstrated through increased participation in literacy activities, such as routine reading before class, active participation in book

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discussions, and the courage to express opinions and retell the contents of readings. These behavioral changes indicate that structured reading habits can foster a culture of literacy in the school environment. (According to Tarigan, 2011:66), consistent reading habits can increase interest and the ability to understand reading.

This is also in line with what Mrs. Syetia Warni, S.Pd., as the Teacher in Charge of the Literacy Program, said:

"Alhamdulillah, since the literacy program was implemented at SMK Negeri 1 Mempawah Hilir, we have begun to see significant changes in students' reading behavior and interest. Students who previously had little interest in reading are now starting to demonstrate independent reading habits, not only during class hours but also outside of them. They are also increasingly active in literacy activities such as reading regularly before class, discussing books, and some are even brave enough to express their opinions and retell the contents of their reading. Furthermore, we have also seen their enthusiasm in accessing reading materials in the reading corner and the school library. In my opinion, this shows that students' awareness of the importance of literacy is starting to grow and develop, both as part of the learning process and in shaping their character in the future.". (Personal Interview with Mrs. Syetia Warni, S.Pd, June 3, 2025)

Then it was strengthened by the explanation from Mr. Bambang Juwarno, M.Pd., as the Principal of State Vocational School 1 Mempawah Hilir who said that:

"From a managerial perspective, we see that the implementation of the literacy program has had a positive impact on students' learning patterns. There are quite visible behavioral changes, especially in terms of reading habits. Children are becoming more familiar with reading materials and showing an interest that was previously unseen. We also see an increase in their activity in various literacy activities, both routine and incidental. Some students are even starting to show courage in expressing their understanding of the reading they have read. Facilities such as reading corners and libraries, which were previously underutilized, are now being actively utilized. For us, this is not only about increasing interest in reading, but also a sign that a culture of literacy is slowly starting to grow within the school environment.". (Personal Interview with Mr. Bambang Juwarno, M.Pd, June 3, 2025)

Initially, students found literacy boring, but over time, they became accustomed to reading, even if only briefly. They found that reading before class made them feel calmer and more focused. Overall, this literacy program succeeded in increasing students' interest in reading, both those who were active and those who were initially less interested. Reading habits began to develop within the school environment.

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3. Supporting and Inhibiting Factors for the Success of School Literacy Programs in Increasing Students' Interest in Reading

a. Supporting factors for the success of literacy programs

The implementation of the School Literacy Program to increase students' interest in reading at SMK Negeri 1 Mempawah Hilir is inseparable from a number of interrelated and mutually reinforcing supporting factors. One key factor is the principal's policy support, which actively promotes literacy as an integral part of the school's culture. The principal's leadership plays a crucial role in creating a school climate conducive to the development of a literacy culture, through the provision of facilities, the organization of literacy activities, and the motivation of teachers and students (Mulyasa, 2017: 27).

The policy of encouraging 15 minutes of reading before class, assigning written work, and conducting regular literacy evaluations demonstrate the school's commitment to improving student literacy. This support is also demonstrated through the allocation of a dedicated budget for purchasing reading materials, organizing literacy activities, and training teachers in contextual literacy approaches.

In addition to training, support from all school elements also strengthens the literacy program. The principal added that teachers arriving on time significantly impacts the continuity of activities, and homeroom teachers play a crucial role in reminding and motivating students to participate in daily literacy activities. Teacher support, comfortable reading facilities, consistent routines, and freedom to choose reading materials are all key factors in the success of the literacy program.

The principal provides support through policies and training for teachers and librarians. Teachers and homeroom teachers are also actively involved and motivate students in literacy activities. The school provides facilities such as a comfortable library and reading corner, as well as interesting books. Students also feel supported because literacy activities are conducted regularly, tailored to their interests, and they are given the freedom to choose reading materials. All of these factors contribute to the success of literacy activities and increase students' interest in reading.

b. Factors Inhibiting the Success of Literacy Programs

Although the literacy program at SMK Negeri 1 Mempawah Hilir generally ran well, several obstacles were encountered during its implementation. Some of the most common obstacles included students arriving late to school and forgetting to bring their literacy journals, which resulted in less than optimal reading activities before the start of class. Furthermore, some teachers were still inconsistent in implementing literacy activities due to busy teaching schedules and poor supervision of program

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implementation. These conditions indicate that the success of a literacy program depends not only on good planning, but also on the discipline, commitment, and ongoing supervision of the entire school community (Rahim, 2018: 78).

The main problems that frequently occur are students arriving late to school and forgetting to bring their literacy journals. Furthermore, some teachers arrive late or are inconsistent in assisting with literacy activities. This has been brought to the attention of the school and is discussed in routine evaluations to ensure teachers are more disciplined and committed.

From the students' perspective, several other challenges emerged, including the feeling of boredom in literacy activities due to a lack of variety, the lack of engaging reading materials, and a low level of enthusiasm for reading. To address these issues, improvements are needed, such as adding more engaging literacy activities, providing books tailored to students' interests, and building student motivation to encourage them to participate more enthusiastically in the literacy program.

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Conclusion

Based on the results of the explanation above, it can be concluded that The literacy program implemented at SMK Negeri 1 Mempawah Hilir has been designed contextually and adaptively to suit the characteristics of vocational school students. The main strategy is implementation. School literacy programevery morning for 15 minutes before learning begins, supplemented with journal writing activities, discussion of reading content, and provision of a reading corner in each class. The literacy program has demonstrated considerable effectiveness in increasing students' interest in reading and writing, as well as fostering independence in participating in literacy activities without coercion. Regular teacher evaluations have shown improvements in students' reading comprehension, summarizing, and producing written works such as short stories and poetry. The success of the literacy program is supported by the principal's visionary leadership, active teacher involvement, adequate literacy facilities, and ongoing evaluation strategies. However, several obstacles remain, such as student tardiness, teacher inconsistency, and low student motivation, which often views literacy as a burden.

DOI: https://doi.org/10.67899/iej.v3i1.207

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Undang-Undang No 2 Tahun 1989 bab 1 pasal 1