

LITERACY AND INCREASING STUDENTS' READING INTEREST: A CASE STUDY AT SUKMA BANGSA LHOKSEUMAWE SCHOOL, INDONESIA

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ABSTRACT

This study examines the Application of School Literacy in increasing students' interest in reading. The main focus of this research is on the strategy of implementing literacy programs in schools and how it impacts the increase of students' interest in reading. This research was carried out at SMAS Sukma Bangsa Lhokseumawe. This research uses a qualitative method. Data collection techniques through observation, interviews and documentation. Data analysis is carried out through three stages, namely data reduction, data presentation, and conclusion drawn. This study uses Pierre Bourdieu's Habitus Theory. The results of the research concluded that the strategy for implementing literacy programs in schools is with *a conditioning class* with homeroom teachers for 30 minutes of literacy activities in the classroom. Meanwhile, the impact of literacy on increasing reading interest is increasing knowledge and reading interest is getting higher so that students are used to reading books and finding motivations in their reading books. The impact of literacy at Sukma Bangsa School in Lhokseumawe has been quite positive for students, as it has increased their interest in reading and writing. This literacy development extends beyond reading and writing habits, but students are also able to compete in writing competitions and youth scientific competitions. Theoretically, it can be said that the habitus of reading is a basic understanding or value born from the internalization of social structures built in the school environment.

Keywords: School Literacy Movement; Habitus; Reading Interest, Students

ABSTRAK

Penelitian ini mengkaji Penerapan Literasi Sekolah dalam meningkatkan minat membaca siswa. Fokus utama penelitian ini adalah pada strategi pelaksanaan program literasi di sekolah dan bagaimana dampak terhadap peningkatan minat membaca siswa. Penelitian ini dilaksanakan di SMAS Sukma Bangsa Lhokseumawe. Penelitian ini menggunakan metode kualitatif. Teknik pengumpulan data melalui observasi, wawancara dan dokumentasi. Analisis data dilakukan melalui tiga tahapan yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Penelitian ini menggunakan Teori Habitus Pierre Bourdieu. Hasil penelitian menyimpulkan bahwa strategi pelaksanaan program literasi di sekolah yaitu dengan *conditioning class* dengan wali kelas selama 30 menit kegiatan literasi dalam kelas. Sedangkan dampak literasi terhadap peningkatan minat membaca yaitu bertambah ilmu pengetahuan serta minat membaca semakin tinggi sehingga para siswa terbiasa dengan membaca buku dan menemukan motivasi-motivasi dalam buku bacaannya. Dampak dari literasi di Sekolah Sukma Bangsa Lhokseumawe cukup baik terhadap siswa, sebab dapat meningkatkan minat baca dan menulis. Perkembangan literasi tersebut hanya sampai pada kebiasaan membaca dan menulis, tetapi siswa juga mampu bersaing pada ajang perlombaan karya tulis ataupun kaya ilmiah remaja. Secara teoritis dapat dikatakan bahwa habitus membaca sebagai sebuah pemahaman dasar atau nilai yang lahir dari hasil internalisasi struktur-struktur sosial yang dibangun dalam lingkungan sekolah.

Kata Kunci: Gerakan Literasi Sekolah; Habitus; Minat Baca; Siswa

INTRODUCTION

The world of education has an important role in building and advancing the civilization of a nation. Because with advanced education, science will develop and have an impact on the quality of superior and competent human resources. Countries that have a strong tradition of literacy and research have proven to be advanced and superior (Shan, 2024; Rahmani, et.al., 2021; Nayan, et.al., 2020). The literacy level of Indonesian adolescents is still low based on the ranking of the *Programme for*

International Student Assessment (PISA) in the 15-year-old age group of Indonesian children is ranked 73rd in the world (Fahlevi, 2020). The Government of Indonesia has developed a curriculum that emphasizes more on mastering competencies and strengthening the character of students by increasing literacy at the adolescent level. Seeing the purpose and importance of literacy programs in the world of education, schools as educational goals must support literacy programs by increasing reading interest in students.

In this context, literacy as an effort to increase reading interest is something very urgent for students. For this reason, anyone who is willing and willing to provide understanding and knowledge about the importance of reading is educators. The solution to this problem is certainly numerous, including the role of teachers as motivators who always invite and motivate students to realize a high interest in reading (Stefany & Helmi, 2024; Wearmouth, 2017). Various efforts are made to encourage reading interest in students, including holding synopsis competitions or requiring students to enter organizations at school. So that students will automatically have curiosity about something and have an impact on their reading interests. For this reason, it is necessary to struggle and sacrifice in the world of education to nurture students, because only education can increase understanding, insight and intellect in students (Simanjuntak, et.al., 2025; Mutmainah, 2017; Suyono, Harsiati, & Wulandari, 2017).

In the implementation of literacy, the Government of Aceh has increased library facilities and infrastructure to motivate people's interest in reading. The facilities of the main library building built by the government in Banda Aceh are expected to increase the love of reading and become an attraction in channeling the hobby of reading. Assistant III of the Aceh Regional Secretary, Bukhari (November 27, 2019) during a library visit at ACC Dayan Dawood Banda Aceh, said that the hobby of reading must be channeled and developed in the community. This is based on the low interest in reading and literacy of the Indonesian people.

This policy is a tangible manifestation of the government's steps that realize that reading is the key to forming a good character, the more reading the wider a person's perspective. The government through the school literacy movement which requires every child to read for 15 minutes at the beginning

of each learning activity, this activity is expected to become a habit and cultivate in every child. In 21st century learning, every child is expected to have critical, creative, and innovative thinking in a cooperative and collaborative learning process. For this reason, it is the duty of every teacher to direct and guide them. But unfortunately, many children when entering elementary school do not have the ability to read even though they are expected to be able to understand reading (Rohman, 2017).

Sekolah Sukma Bangsa Lhokseumawe created the literacy program in order to foster and develop a reading culture in its students from an early age. Sekolah Sukma Bangsa is one of the schools that has three levels of education from elementary, junior high, and high school. Sekolah Sukma Bangsa is under the auspices of the Sukma foundation together with the Media Group which is sourced from Dompot Indonesia Crying After the 2004 Tsunami. The Sukma Foundation took the initiative to build three schools (Sekolah Sukma Bangsa) in three districts in Aceh, namely in Pidie, Bireun, and Lhokseumawe, and one school (SMU) in Nias, North Sumatra.

Prior to the enactment of the school literacy movement program by the government, Sukma Bangsa Lhokseumawe school had implemented a program of reading activities together. This activity is carried out both between fellow students and siwa with teachers. The literacy program was developed by the Foundation's Director of Education. Mandatory book reading activities for everyone, including teachers together, both between fellow students and students with teachers in school learning activities and outside the school environment.

Sekolah Sukma Bangsa Lhokseumawe has achievements in Festival competitions, such as the National Student Art Competition by winning a Silver Medal for the Digital Comics Category. This activity was carried out online by the National Achievement Center and the Lhokseumawe Sukma Bangsa School which represented the competition. SMAS Sukma Bangsa Lhokseumawe once won second place in the Lhokseumawe City Regency Level Love Parade competition.

September is a month of reading which is commemorated on September 14 as a day of library visits. The Sukma Bangsa Lhokseumawe School Library also held a *roadshow* with several activities, namely inviting the Lhokseumawe City Mobile Library Car, a book bazaar with Agromedia

which was held from September 18 to October 6, 2018, library literacy ambassadors, creativity in classroom reading corners, and *meet ups* with a child writer. The Mobile Library Car activity is held at the elementary level with the aim of fostering students' interest in reading from an early age.

In March 2020, Sekolah Sukma Bangsa Lhokseumawe launched 12 books by teachers and students with the theme 'Book Feast'. Books by students and teachers are a continuation of the literacy program that is routinely held by the school every morning for 30 minutes. This reading activity is expected to become a habit in the students. So that something that is cultural will no longer be left behind, reading not only at school but also at home and wherever they are.

Regarding the activities that have been carried out by Sekolah Sukma Bangsa Lhokseumawe related to the literacy program, the researcher is interested in looking at the strategy of applying literacy in building students' understanding so that they are skilled in writing and developing students' character and thinking skills. Literacy at Sukma Bangsa Lhokseumawe is not only to foster a reading culture, but also to be able to produce a written work for its students. Sukma Bangsa School encourages its students to be able to produce at least one book written every year in order to increase their interest in reading.

RESEARCH METHODS

The approach used by the researcher in this study is a qualitative approach with the results of a descriptive analysis that intends to obtain a comprehensive and more in-depth picture described in the form of words. As explained by Usman and Akbar (2009: 78), the qualitative method seeks to understand and interpret the meaning of an event of human behavior interaction in a certain situation from the perspective of the researcher himself. In addition, Sugiyono (2014: 1) explained that qualitative research methods are research methods used to research on the condition of natural objects, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are triangulation (combined), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. The research informants in this study are the Head of Literacy, the Principal of Sukma Bangsa Lhokseumawe School (key

informant). While the figure who became the source of research information (the main informant) was Walikelas, while additional information was students at the high school.

THEORETICAL PERSPECTIVES

This study uses Bourdieu's habitus theory which means that habitus is a social quality assimilated by humans, which is carried out through the process of socialization of values that lasts a long time, so that it subsides into perspectives and examples of behavior that settle in a person (Ritzer and Goodman, 2012). Habitus gives birth and is created by the social world. The practice mediates between habitus and the social world. From one point of view, it is through practice that this habitus is created, and then again, the social world is created because of practice.

According to Bourdieu, the structure that makes up an environment produces habitus. Habitus itself can also be defined as a system of dispositions with a permanent attitude to be, see, act, and think, or as a system of long (impermanent) schemes or structures of perception, conception, and action (Nur, et. al. (2020). To put it more simply, it can be said to be a person's mental or cognitive structure that is related to the social world.

The concept of habitus is key in Bourdieu's theoretical synthesis. According to Bourdieu, habitus is a system through a combination of objective structure and personal history, a long-lasting and changing disposition that serves as a generative basis for objectively structured and integrated practice. Habitus is a product of history that is formed after humans are born and interacts with society in a certain space and time. Habitus is not innate or natural, but is the result of learning through parenting and socializing in society. The learning process is very subtle, unconscious and appears as a natural thing. The individual is not a completely free agent, nor is it a passive product of the social structure. Habitus is closely related to the field, because the practices or actions of agents are habitus formed by the field, so habitus is understood as cultural action (Bourdieu, 2016).

Habitus is closely related to capital, as some habitus act as capital multipliers, specifically symbolic capital. Capital in Bourdieu's sense is very

broad, as it includes financial capital, social capital, and representative capital that is used to control and follow contrast and power. Capital exists in every space so that it has meaning, the authenticity of the entertainers in staying in touch is influenced by the capital they have. Capital can be traded with one capital for another, capital can also be combined with one capital for another. Capital raising is very important in the domain (Bourdieu, 2016).

The idea of a domain or field, is a certain social space or universe as a place for social experts/entertainers to compete. The field is an extraordinary space that exists in the eyes of the public. There are various fields in the eyes of the community such as education, business, craftsmanship, and politics. Bourdieuu also compares the field to a serious market where there are different types of capital or capital (financial, social, social and representative) that are used and utilized. Social capital is made up of different types of authentic information, social capital is made up of respectable social relationships, representative capital develops from trust and difference. For example, in the field of schooling, assuming that to achieve true success, one needs to have the right instructive habitus (testing, composing, talking, reading carefully) and scientific capital (training and exploration). If you don't have the right habitus and capital for training, you won't find success in the field of education (Ritzer and Goodman, 2012).

In this case, Sekolah Sukma Bangsa has a literacy program that is implemented as a school that pioneers literacy with students who are used as capital. It can be concluded that Sukma Bangsa School is an arena that is used as a place for the implementation of literacy that has been planned by the school, where Sukma Bangsa School is the palm or realm of the formation of literacy habitus for its students. Then the implementation of the school literacy movement is an existing capital and applied in order to form the literacy habitus of students at Sekolah Sukma Bangsa. One of the stages of implementing literacy in Sukma Bangsa schools is to foster an interest in reading through 30-minute reading activities and rewriting the content of the books they have read.

This additional activity at Sekolah Sukma Bangsa is carried out in the morning before the first hour starts, and does not eliminate other activities that have already become routine activities for students. The activities of students reading and rewriting the content of the book are trained

continuously in order to form positive habits in students. Reading habitus is a tendency of student understanding or mindfulness formed from programs introduced by the school, then, then handled by the underlying mindfulness of students until another mindfulness is created, namely mindfulness and turns into another mindfulness that will coordinate the way of view. and activities. The field is a forum or space for contests between students, so that it can build reading awareness where the school is used as an arena for students to compete. School is a space to build new mindfulness by providing projects that can string together the understanding of mindfulness. Capital is information or attention to students that is stimulated from reflection obtained both from family and social climate, then assimilated into a mindfulness. This attention becomes capital brought from outside the school environment and becomes money to compete in schools.

RESULT AND DISCUSSIONS

LITERACY PROGRAM IMPLEMENTATION STRATEGY IN SCHOOLS

School literacy development is an equal job to make schools a long-lasting association of educated learning through open commitment. With these developments, it is hoped that students will really want to further develop their comprehension skills, add information and strengthen the formation of educational awareness so that it is always instilled in students. When students get used to reading, students will gradually like it and make time to read.

Therefore, the development of school skills that can familiarize students with reading is expected to be able to instill character, one of which is the love of reading (Prabandari, Fitria, Efendi, 2024; Simhadi. (2019). In this regard, schools must prepare adequate facilities and frameworks to help school education development activities run as expected and require procedures and responsibilities from all school residents to complete school capacity development activities (Sari, et.al., 2020; Hendrik, 2024).

Related to the implementation of literacy in increasing students' interest in reading, Sekolah Sukma Bangsa implements a sustainable strategy to form a habit in reading. From the statement of Mr. Zubir as the Director of Sukma Bangsa Lhokseumawe School stated that:

"The strategy carried out in schools is a continuous strategy, a continuous strategy. To form a habit in literacy, it must be done every day, students must read every day, students must write every day, teachers must read every day, teachers must write every day, and it is done continuously. It is impossible to achieve a great program in a full week, the strategy that the school does to succeed in the literacy program is a strategy of installments, slowly and continuously. Usually every time we call *it a conditioning class*, in the *conditioning class* it is managed by the walleye, the activity is to read books and write what they read. Furthermore, there is coaching and assistance to encourage children to write, when students are encouraged to write, students will not be left alone to write, to foster the motivation to write these children we participate in writing competitions" (Interview, December 27, 2021).

One of the indicators of the achievement of educational quality can be seen from students' academic abilities, academic abilities can be seen from the extent of their ability to master the field of study, be it science, mathematics, and reading skills. Along with the development of technology and the character of the millennial generation, it is needed to attract the interest of the younger generation or students in terms of learning and reading. To foster and develop students' reading habits, Sukma Bangsa Lhokseumawe school carries out workshops or seminars on literacy by presenting speakers such as writers, academics, and book examiners to provide literacy materials or knowledge for students. The purpose of the implementation of literacy workshop activities is expected to be so that students are able to increase their interest in reading and writing.

In addition, Sekolah Sukma Bangsa also holds a book feast event which is held every year. This activity was held in conjunction with the Aceh Regional Education Day, a book feast was held as an arena for school literacy development. In this activity, the school also publishes the literacy works of students and teachers that have been printed in the form of books. So that with this activity, it is hoped that it can be a capital and enthusiasm for students and teachers in motivating them to further improve reading and reading.

Near the end of the even semester of 2021/2022, the Sukma Bangsa Lhokseumawe school library uses the remaining time to carry out literacy activities. The literacy activity this time was designed in the form of a

Fieldtrip. Because for almost 3 years the library has experienced a shutdown due to the pandemic so that outside activities are restricted. The location of this fieldtrip activity is around the city of Lhokseumawe, namely the Lhokseumawe City Library & Archives Office and the Rumoh Aceh Museum which is adjacent to the Islamic Center mosque.

The technique created to get students used to reading is carried out with a 15-minute comprehension exercise (educators and students in the class read books aloud, changed according to the situation or goals of the school). When the tendency to read is formed, it will be coordinated with the change of events and stages of learning (followed by a draft law considering the 2013 Education Program). Skill development is done to encourage students' interest and reading culture. a. The level of development of school literacy in the implementation of School Skills Development according to the Directorate General of Basic and Auxiliary Education and Training (2016: 28) is as follows:

1. The first level is the adjustment of reading exercises that are fun in reading and to reading exercises in the school environment. Developing an interest in reading is essential to nurturing students' educational abilities.
2. The next level is an increase in reading interest to further develop educational skills. The educational exercises at this stage are intended to cultivate the ability to imagine by reading and relate it to individual experiences, think fundamentally, and develop relational skills imaginatively through reading reaction exercises.
3. The third level is education-based learning Proficiency exercises at the learning stage are intended to cultivate the ability to understand texts and relate them to individual experiences, think fundamentally, and develop relational abilities imaginatively through the practice of answering texts to progress in comprehension of books and reading materials.

The School Literacy Movement is a place to improve one of the literacy concepts, namely reading and writing. Which with this activity will create students who are enthusiastic about reading, prioritize the importance of reading skills, and finally will form a literacy habitus. The increase in interest in reading is certainly born from students who are literate, with over

time if observed by literacy observers, it will certainly form a literacy habitus. Literacy habitus in which there are students whose minds are open about literacy, about the importance of being active in the literacy movement because the movement is one of the maximum supports for basic human skills, namely: listening, speaking, reading, and writing.

The development of reading carried out by the school clearly affects students. This positive effect is to expand students' excellence in reading, especially non-learning books. This is accompanied by increased student courage who can debate and tell stories in front of the class. an interest in reading and a longing to find a better source of understanding. However, students' awareness and desire to take advantage of free time to read are still in the sufficient category.

Therefore, broadly speaking, with the development of education, it can be said that the excellence of students in reading is still relatively high. Education implicitly encourages students to be active in developing understanding. From these developments, students are interested in following the recordings in the form of hard copies, retelling stories or reading competitions organized by schools with a high sense of responsibility. Education can provide benefits for students, for example increasing knowledge, making it easier to read and understand the material being studied

The use of interesting books such as fantasy books or legends can be used to help encourage students' self-adjustment in completing their educational developments. students to focus more on the moment of action interaction, so that the adjustment cycle of proficiency exercises can run well. If the level of adjustment goes well, it is believed that it will greatly affect the level of improvement and comprehension level so that students' ability to read can improve.

Assuming the student is used to reading, this habit will be carried out continuously. Moreover. A side interest in reading expressly affects the individual. Because reading interest is very high, interest in learning is also high and causes individuals to have extensive knowledge. Students who love to read will have extensive information about the books they are reading. Unfortunately, if students cannot read or have a low interest in reading, students' knowledge will be limited.

Interest affects reading, because, if the reading material discussed does not match the benefits of student comprehension, students will not read too much because there is no attraction to them. However, if the reading material can attract benefits for students in reading, then the reading material will be easier to learn and keep by actual students so that students can repeat it when tried or tried, which ultimately increases student achievement.

One of the reasons for strengthening the learning culture with the tendency to read in schools is to cultivate the most basic reading basics that must be instilled in students in school. The development of school skills is certainly a very good leap forward and must be carried out as well as possible so that what students do becomes valuable in the turn of educational events. The development of this proficiency is very useful for encouraging students' excellence in reading as shown in the exam results which show that students will generally be excited when completing educational exercises and can benefit greatly from the exercises.

Assuming the student reads voluntarily or willingly, the student will read in earnest. If students are used to reading, this habit will continue to be carried out. Similarly, the interest in reading clearly affects these students. Because the interest in reading is very high, the interest in learning is also high. Students who love to read will have extensive knowledge of the books they read.

The same thing was also conveyed by Mrs. Sri Yenda as the Head of Literacy of SMAS Sukma Bangsa as follows:

"There is a conditioning hour with the homeroom teacher for 30 minutes of literacy activities in the classroom, 30 minutes there is reading and writing. Every month we always monitor them through their homeroom teachers" (Interview, December 27, 2021).

The purpose of School Education Development is to make schools a learning association with a culture of proficiency, and to form capable school individuals in the fields of education, arithmetic, science, computerization, money, culture and citizenship. In its implementation, School Proficiency Development leads to a school environment at the level of essential and optional training. If it is mentioned in the learning strategy of the 2013 Education program which places students as subjects and educators as facilitators, skills training in schools in general is not student-centered. Apart from being facilitators, teachers are also the subject of learning.

The widespread acceptance of data sources, both in the real world and on the internet, can make students more educated than educators. Therefore, student skill training should not be separated from the teacher's commitment, teachers must strive to be quality facilitators. Educators and implementers of school systems must be exemplary figures of proficiency in schools. In the school environment, the subjects in the skills training are students, teachers, training staff (bookkeepers, managers), and principals.

All parts of the school environment work together in the School Education Group (TLS) under the coordination of the principal and strengthened by the principal's circular. The school's proficiency group is entrusted with compiling, implementing, and surveying programs. School proficiency groups can ensure the formation of a conducive scientific climate, which can make all school environment residents enthusiastic about learning.

Proficiency development is routinely carried out consistently to cultivate reading, composing, and speaking skills. Educational exercises are carried out for 15 minutes before the learning hours start. A form of skill development is carried out in the classroom, students give books that are directly brought from home. In completing the education, students do and nurture their essays by reading quietly, students read the book calmly for 10 minutes and make a resume or summarize the results of reading for 5 minutes.

Skill development can be done in school programs by booking library visits, making wall magazines, and educational learning outside the classroom. No matter how creative a program may be, if you are just passionate about doing it from scratch and hesitant to implement it, then these educational exercises will not be done without the responsibility and support of those involved with the school's prowess. The skills development component will produce students who are innovative, think fundamentally, deliver, and work together. The development of these skills will also improve students' ability to obtain, understand, and utilize valuable data for themselves and others.

This is as stated by the Principal Mr. Alimuddin as follows:

"In our case, the first strategy is for students to be bound by the rules of graduation, one of the items is that before they graduate, they must

produce a minimum of one writing, if it is stalled, it can be that their graduation must be withheld, so like it or not, all students do have to complete it, the rest is indeed if it is free, there are indeed many students who are interested, especially to write, And we usually facilitate it with competitions, some are youth scientific work competitions, or what we routinely participate in is the competition made by Malikussaleh University almost every year. And usually we send participants many times to take part in the competition" (Interview, January 20, 2022).

Expertise is not the right amount for 15 minutes of reading, but direction and inspiration from educators is also necessary. Working on writing can hone yourself in capturing the importance of the data you read. The development of school skills can increase and encourage awareness of the importance of reading, in this educational development schools can measure success in carrying out school skills. Reading activities take place in a fun atmosphere, and provide inspiration or contribution as enthusiasm for students' work. The school also formed a school education group to assist in the implementation of skill development in schools. This educational group is trusted to plan, implement, and assess school proficiency programs. In completing group assignments, organize them straightforwardly with homeroom teachers, counseling guidance, and student problems. This skill group plays an important role in the implementation of school education activities, the school education group collaborates with school directors, curators, and class educators in assessing the improvement of their students' skills.

Expanding the development of school education can also be done by further developing the environment of proficiency in schools, improving and strengthening education into real activities in forming school education groups. Organize proficiency classes by getting inspired to inspire students' writing spirits. Set text-rich conditions, such as wall magazines and display student work in a book structure. The text-rich climate can directly or implicitly shape the reading community in these students.

Through the development of reading during learning can provide an understanding to students that reading is very important to know how to obtain information. Reading developments is a mandatory thing for students to understand the material provided by educators. It is intended to be able to

get students used to learning when they are at home to build students' advantage in reading.

Literacy culture must be habituated by students in order to increase their potential and explore knowledge for each individual, reading plays a very important role in pursuing education so that their knowledge is more developed. Reading must be improved as a culture and heritage for future generations of the nation, not only students but teachers as educators are also involved in the literacy movement, teacher involvement can be an example for students so that this literacy movement continues to run.

The goal in the implementation of this literacy movement is for students to be more accustomed to reading, if their reading culture is embedded in students, then reading activities will be carried out not at school but also at home or wherever they are. Reading or writing for most students is something scary so it can cause laziness, boredom, and lack of confidence. Reading or writing is considered a burden and obstacle that is difficult to do, in order to become a literacy lover what must be done is to get used to reading and writing.

As stated by Mrs. Cut Khairul Rizqa who is also a class teacher in grade XI, what was conveyed by Mrs. Cut Khairul Rizqa is as follows:

"For literacy, it usually starts 30 minutes before class time starts, students are required to read for 15 minutes and the remaining 15 minutes students rewrite the content of the book that has been read earlier. Each book he reads is different, because the books he reads are brought from their respective homes." (Interview, September 6, 2022).

The introduction of the development of School Proficiency is more about helping the exercises that have been carried out by Sekolah Sukma Bangsa to strengthen these exercises so that these exercises become the foundation for consistent improvement. By continuing reading activities as a form of character development for students and educators in developing a culture of further proficiency, it is hoped that the implementation of further reading community development through school education will conquer the assumption of students' low interest in reading.

Likewise, what was conveyed by Mrs. Dian Maya Putri as a teacher of class X below:

"Before entering class time, students read books for the first 15

minutes aloud, after reading the book for 15 minutes, students are required to review the contents of the books that have been read earlier for 15 minutes, the books that are read are also diverse because students bring their own books from their respective homes". (Interview, September 6, 2022).

In its application, the development of school education has parts that must be done, the first of which is the stage of adjustment, improvement and learning. Through the adjustment stage, students are prepared and accustomed to completing the comprehension system, especially by reading non-example books in class for approximately 15 minutes. After these actions are considered quite effective, the implementation of school education development is continued to the next stage, namely the development stage.

At this transformative stage, students who are used to reading activities are raised into an interest/tendency to read in a developing environment so that they can maintain the level of interest in reading for all students in Indonesia. Thorough proficiency can lead a person to add to society at large and in a general sense as per their work as a general society.

Not only that, a skills-based learning approach is also needed by including supporting facilities that already exist in large schools. Results in implementing a school education program do not only come from a single action, but can also be recognized in a variety of ways to foster students' excellence in reading specifically. Some potential open doors in school projects can also be done in an organized way, for example extracurricular work that has non-learning work in the classroom with the importance of socialization, in a general atmosphere will deliberately prepare students as well. ' level of understanding in the discovery of education that has been obtained. with a commitment in the social circle of this extracurricular exercise.

The duties of institutions and frameworks are also very basic and important, the availability of places that support educational programs so as to further support the progress of the school proficiency programs implemented. As in a library room that is quite complete with various educational resources for children both learning and reading reading books, as well as accessibility in the innovation and correspondence section,

students can obtain all information about proficiency by using web-based technology and very up-to-date correspondence in the ongoing time.

With the above strategies, it is believed that the future Indonesian nation actually wants to develop a good culture of proficiency, foster an interest in reading in learning and thus actually want to build the nature of Indonesian human resources in the future. Adjustments made continuously during the implementation of School Proficiency Development at the adjustment stage have gone well and easily. At this stage, the student's personality gains independence can be seen from the student's ability sheet. Education sheets are still a way to record or consider students in school skills exercises under the supervision of a homeroom teacher once a week.

The idea of habitus is used to see how the use of education can form a tendency to be proficient (habitus) for students at SMAS Sukma Bangsa Lhokseumawe. SMAS Sukma Bangsa Lhokseumawe carries out educational programs to encourage the community to read for students. SMAS Sukma Bangsa Lhokseumawe as a proficiency school is a field, which in the sense of the habitus field is a space where entertainers/social specialists compete with each other to obtain different social assets or powers.

Students are expected to listen or pay attention to the teacher when giving the material presented. Engaging a listening strategy in class will make students knowledgeable, since the most common way of standing by listening to many positive things can be obtained, for example making a person more diligent, smarter, smarter and more understanding. something that is being examined. Listening practice is very important for students, because listening is essentially a good learning experience.

Bourdieu saw the field as a battleground. In the field, there is also a structure that controls the field. The field design supports and guides the methodology used by these position holders, exclusively or in groups that are ready to secure or advance their situation. Their situation as specialists in this regard is not entirely determined by the amount and general weight of capital they have.

For this reason, SMAS Sukma Bangsa Lhokseumawe as a proficiency school was formed as a pioneer of school education in Lhokseumawe City. It can be said that SMAS Sukma Bangsa Lhokseumawe is an elementary education school that will be framed. SMAS Sukma Bangsa

Lhokseumawe as an area that is expected to develop educational tendencies for its students. Then the improvement of the implementation of school education development is the current capital and is used as an option to shape the tendency of student proficiency at SMAS Sukma Bangsa Lhokseumawe.

THE IMPACT OF LITERACY ON INCREASING STUDENTS' INTEREST IN READING

Reading is not new, but the command to read already existed in the time of the Prophet Muhammad PBUH. Allah SWT sent down His words through the Holy Messenger Jibril especially "*iqra*" and it implies reading. Reading plays an important role in daily life, as information advances are obtained by reading. Thus, reading must be created as a culture and heritage for the age of the country. This movement is carried out to encourage interest in reading for students and the contribution of educators as teachers must also start together (Annisa and Ritonga, 2023; Suyanto, 2016).

Proficiency can be a means for students to know and understand the information they obtain in school that is useful for expanding the value of the subject and expanding students' imagination in thinking. Through reading, students can absorb information that is useful for their lives. Education requires high support and inspiration, as the reader's advantage is very weak. Indifference to education will have a positive impact on the progress of the nation and state.

Related to this, the statement from the principal Mr. Alimuddin is as follows:

"What is clear is that they are getting richer in terms of knowledge, in terms of reading, of course, in terms of research, sometimes if they really want to write what they also have to compile data." (Interview, January 20, 2022).

The effect on children's excellence in reading is determined by their enthusiasm for reading and their inspiration for reading. When the tendency to read is formed, it will automatically encourage a progressive phase and learning. The advantage of School Education Development is that it can add contrast in jargon, improving the performance of students' brains, as they are often used for reading and writing. Students also have different experiences and new data and students' relational abilities will increase, and subsequently

students' ability to understand the importance of data will increase.

The tendency of students to read continuously can certainly affect the increase in students' gains in reading. An interest in reading is a strong desire and willingness to always read whenever there is an opportunity, and to look for opportunities to be able to read with the determination to add information.

The same thing is as stated by Mr. Zubir as the Director of Sekolah Sukma Bangsa Lhokseumawe as follows:

"The impact is very good on students in the application of literacy, so that students are more interested in reading it. When children are used to reading books, they will find the motivations in the book" (Interview, December 27, 2021).

The impact of school literacy, students can get information that they have never known. Increasing student achievement can have a positive impact so that the quality of human resource output increases and the quality of education improves. Another impact of this literacy is that students become accustomed to reading and writing so that students can produce written works in the form of books.

A good education can improve fundamental, inventive, imaginative thinking skills and encourage students' character. Proficiency can also encourage students to understand information in intelligent, scientific, and emergency ways. Therefore, younger ages should start to apply a culture of reading or skills.

Similarly, Cut Khairul Rizqa's mother as the homeroom teacher of class XI was conveyed as follows:

'Students can get new insights and new information, further improve students' reading and writing skills, and also foster students' creativity in thinking and analyzing problems" (Interview, September 6, 2022).

Education can be one of the ways that is done in schools today. Educators can also encourage skills in schools. Proficiency in school should be made possible by the educator holding proficiency before the illustration begins by giving 10-15 minutes. School libraries can add and fill in very interesting and complete books. Work on book requests at libraries, form local understanding, and develop reading exercises in schools. School education must be completed economically which is adapted to the

improvement of the quality of its students.

The importance of education can affect students' achievement levels and ability to know data clearly. This educational authority is crucial in making progress. With the ability, students can cultivate the widest possible experience so that with more knowledge, it is hoped that students can bring the world of Indonesian education to a more advanced level. Students' excitement for books will always be reflected in their educational abilities.

Reading it will open your eyes and soul, just by chance, the world out there is very wide. Books will also be a means for insights, additional information, innovation, and reliable training. There are many people out there who are smart and rich because they read a lot of books, reading interest affects their interest in learning, because if students read without having a high interest in reading then they will not read seriously.

According to Denis, one of the students of grade XII in his interview said that:

"The impact we feel after learning literacy we become diligent readers, and in our daily lives we can also be more active in writing and our insights are also broader." (Interview, November 28, 2022).

If students read voluntarily or willingly, students will read sincerely. Assuming students are used to reading, this habit will be carried out consistently. In addition, the passion for reading greatly affects such students, as a very high interest in reading leads to a high interest in progressing as well. Students who love to read will have extensive information about the books they are reading. Therefore, the development of education should be a means to shape the mentality, attitudes and behavior of the nation's children. Proficiency expects students to continue reading and composing.

Similarly, Inaya, a grade XI student, said in her interview that:

"From this literacy I can find out science that I didn't know before, by being literate I can get a broad insight and be able to create my own writings." (Interview, November 28, 2022).

By reading carefully, they will find positive sentences and words that will shape their attitude to improve the situation. In addition, by composing they will be prepared to continue to provide thoughts that can form a good language design. From composing and carefully reading one's views will change without the help of others, the more language, the more personality

the individual.

As for the results of the interview with Zikrullah, a student of class X in his interview said that:

"By learning this literacy, we can build our own image as people who have intellectual insight and quality." (Interview, November 28, 2022).

Referring to the strategic ideas and impact of literacy above in Bourdieu's view of habitus and space, then epistemologically of a just and abstract system of life in sociology. Actually, Bourdieu needs to merge social phenomenology and structuralism, Bourdieu seeks to accommodate the ideas and practices of everyday life in the eyes of the public. Bourdieu needs to bridge the gap between hypothesis and practice, between thought and activity, and between thought and reality.

Habitus and domains are proposed to usher in this hole, with both having the option to exist with each other. A field is formed by friendly specialists who take part in it. Habitus as an effect discusses the rendering of field objective design into an abstract construction of specialist activity and contemplation. The relationship between habitus and terrain is a two-way relationship, terrain can exist insofar as the social specialist has tendencies and a myriad of perceptual plans, which are expected to frame the terrain and explore it with significance.

The implementation of school literacy requires a habitus, namely reading and writing habits, as well as a domain to support the birth of school literacy habitus, namely school as a domain/arena so that each other can be properly classified. In accordance with Bourdieu's formula of habitus, capital, and realm are social practices, habitus is created from an internalized school structure. Meanwhile, capital is knowledge, culture, and economy. The realm or arena in the school environment that makes a social practice is the activity of reading students.

What Bourdieu calls habitus in school ability is to see the reading practice of students in school, schools organize student awareness by applying rules and ways to deal with students so that the student's reading practice can manifest itself. In Bourdieu Habitus students will be exposed to tendencies in student learning activities, while building student awareness, the school must adapt students to books and reading. The main ideas in

Bourdieu are habitus, capital, and domain/field. Students' reading practice is motivated by the existence of a school program that guides students to read, in the hypothesis of Bourdieu habitus is brought into the world from the underlying objective framework so that it continues to change into another habitus in students.

CONCLUSION

Based on the results of the research and discussion that has been described previously, it can be concluded that: Sekolah Sukma Bangsa Lhokseumawe has tried to succeed in the school literacy program by distributing a small collection of student writing, the school also provides coaching and assistance to encourage students to write, so that they are more motivated in writing and students are included in writing competitions. The school literacy activity was carried out for 30 minutes before the start of class which was titled with the hour of the molding class with the homeroom teacher of each class, and the students delivered their reading results in front of the class. The development of student literacy is reported to the principal every month in the form of a report on the reading results of students in class. Sekolah Sukma Bangsa also carries out writing training activities for students by presenting professional writers from academics, journalists, and writers (books, poems, and short stories). The activity was carried out so that students were accustomed to reading and writing. The impact of literacy on increasing reading interest is increasing knowledge and reading interest is getting higher so that students are used to reading books and finding motivations in their reading books. Theoretically, it can be said that the habitus of reading is a basic understanding or value born from the internalization of social structures built in the school environment.

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