

Implementation of Literacy-Based Learning to Improve Students' Reading Interest at SMAN 2 Jeneponto

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ABSTRACT

This study aims to describe the implementation of literacy-based learning in improving students' reading interest at SMAN 2 Jeneponto. The study employed a qualitative descriptive approach involving the principal, teachers, and students as the research subjects. Data were collected through observation, interviews, and documentation. The data were analyzed through the stages of data reduction, data presentation, and conclusion drawing.

The results of the study indicate that literacy-based learning at SMAN 2 Jeneponto is implemented through reading habituation before the learning process begins, the use of the library and classroom reading corners, and the integration of literacy activities into classroom learning. Teachers apply various strategies, such as reading and discussing texts, making summaries, presenting the results of reading activities, and assigning writing tasks based on reading sources. The implementation of literacy-based learning is also supported by the provision of literacy facilities, teacher motivation, and school programs that encourage a reading culture.

The implementation has been proven to improve students' reading interest, as indicated by the increased frequency of library visits, students' active involvement in reading activities, and their ability to understand and express the content of what they have read. Nevertheless, the program still faces several obstacles, including the low discipline of some students and the limited availability of interesting reading materials. Therefore, continuous support from the school, teachers, and parents is needed so that a literacy culture can develop optimally within the school environment.

INTRODUCTION

Reading interest is one of the fundamental aspects that supports the success of the learning process in schools. Students who have a high interest in reading tend to possess broader knowledge, better comprehension, and stronger critical thinking skills. Through reading activities, students are able to obtain information, expand their vocabulary, and improve their ability to communicate both orally and in writing. However, in reality, students' reading interest in many schools is still relatively low. The rapid development of technology and social media has caused many students to prefer instant information from digital platforms rather than reading books or other learning materials.

The low level of reading interest among students has become an important issue in the field of education in Indonesia. Various studies indicate that many students are still reluctant to spend time reading because they consider reading activities to be boring and less attractive. In addition, the limited availability of interesting reading materials and the lack of reading habits in schools further reduce students' motivation to read. This condition can negatively affect students' academic achievement because reading is closely related to the process of understanding subject matter in all fields of study.

Schools have an important role in fostering students' reading interest through various educational programs and activities. One of the efforts that can be implemented is literacy-based learning. Literacy-based learning is a learning approach that integrates reading, writing, speaking, and critical thinking activities into the teaching and learning process. This approach is expected not only to improve students' academic abilities but also to build a sustainable reading culture in the school environment.

Literacy-based learning can be implemented through various activities, such as reading before lessons begin, discussing texts, making summaries, presenting reading results, and writing based on reading sources. In addition, schools can support these activities by providing libraries, classroom reading corners, literacy programs, and attractive reading materials. The active involvement of teachers is also very important because teachers act as facilitators who encourage students to enjoy reading and to actively participate in literacy activities.

SMAN 2 Jeneponto is one of the schools that has attempted to implement literacy-based learning in order to increase students' reading interest. The school has introduced several literacy programs, such as reading activities before class, the use of the library, and the integration of literacy activities into classroom learning. These programs are intended to create a learning environment that supports reading habits and encourages students to become more active readers.

Despite the implementation of these literacy activities, some obstacles are still found in the learning process. Some students remain less interested in reading and are more attracted to using mobile phones or engaging in other activities. In addition, the limited number of interesting books and the lack of discipline among some students make the implementation of literacy-based learning less optimal. Therefore, it is necessary to examine how literacy-based learning is implemented and how far it contributes to improving students' reading interest.

This study is important because it provides a clear description of the implementation of literacy-based learning in a secondary school context. The findings of this study are expected to provide useful information for teachers, school principals, and other educational stakeholders regarding effective strategies to improve students' reading interest. Furthermore, this study can serve as a reference for other schools that wish to develop similar literacy programs.

Based on the background above, this study aims to describe the implementation of literacy-based learning to improve students' reading interest at SMAN 2 Jeneponto. In addition, the study seeks to identify the supporting and inhibiting factors in the implementation of literacy-based learning. Through this research, it is expected that schools can further optimize literacy programs and create a stronger literacy culture among students.

LITERATURE REVIEW

Concept of Literacy-Based Learning

Literacy-based learning is a learning approach that integrates literacy skills into the teaching and learning process. Literacy in education is not only limited to the ability to read and write, but also includes the ability to understand, analyze, and communicate information critically. According to Trimansyah, literacy-based learning is a learning model that encourages students to use reading and writing activities as the basis for acquiring knowledge and solving problems. Through this approach, students are expected to become active learners who are able to interpret information and apply it in everyday life.

The implementation of literacy-based learning generally includes several stages, namely introduction, integration, analysis, reflection, and communication. In the introduction stage, students are introduced to various reading materials related to the lesson. In the integration stage, students connect the information from the reading materials with their prior knowledge. The analysis stage requires students to identify important information and draw conclusions. Reflection allows students to evaluate what they have learned, while communication encourages students to present or discuss their ideas with others.

Students' Reading Interest

Reading interest is defined as a strong tendency or desire to engage in reading activities voluntarily and continuously. Students who have a high reading interest usually enjoy spending time reading books, articles, or other written materials. According to Rahim, reading interest is influenced by internal factors such as motivation, curiosity, and reading habits, as well as external factors such as family environment, school support, and the availability of reading materials.

Students' reading interest is important because it affects their academic achievement and learning quality. Students who are interested in reading tend to have better comprehension skills, richer vocabulary, and higher achievement in school subjects. Conversely, students with low reading interest often experience difficulties in understanding lessons and completing academic tasks. Therefore, increasing reading interest is one of the main goals of educational programs in schools.

The Role of Schools in Developing Literacy Culture

Schools play a significant role in creating a literacy culture among students. A literacy culture can be formed when schools provide an environment that supports reading and writing activities. This support can be realized through the provision of libraries, reading corners, literacy programs, and various activities that motivate students to read.

According to the School Literacy Movement launched by the Indonesian government, schools are encouraged to create a habit of reading for at least fifteen minutes before the learning process begins. This activity aims to develop students' reading habits gradually. In addition, teachers are expected to integrate literacy activities into classroom instruction, such as reading texts, discussing information, making summaries, and writing reflections.

Teachers also have an important role in developing students' reading interest. Teachers are not only responsible for delivering subject matter but also for becoming role models in reading activities. Teachers who actively encourage students to read and provide interesting learning materials can increase students' enthusiasm for literacy activities. Therefore, the success of literacy-based learning depends largely on the active participation of teachers and the support provided by the school.

Previous Studies

Several previous studies have shown that literacy-based learning can improve students' reading interest. Herman found that literacy-based learning encourages students to participate more actively in reading and writing activities. Similarly, Ambarwati stated that literacy-based learning is effective in improving students'

writing and reading skills because it involves students directly in literacy activities.

Another study conducted by Siti Yulia Zusnita and Lailatul Badriyah found that the implementation of literacy-based learning in elementary school increased students' interest in reading through reading corners, library activities, and literacy programs before lessons began. The study also showed that literacy-based learning can build a positive reading culture in schools. ■filecite☆turn0file0↔

Although many studies have discussed literacy-based learning, most of them focus on elementary schools. There are still limited studies examining the implementation of literacy-based learning in senior high schools, especially in SMAN 2 Jeneponto. Therefore, this study is necessary to provide a deeper understanding of how literacy-based learning is implemented in a secondary school context and how it contributes to improving students' reading interest.

RESEARCH METHOD

The study employed a qualitative descriptive approach with a case study design. This approach was selected because it allows the researcher to obtain an in-depth understanding of how literacy-based learning is implemented and how it contributes to improving students' reading interest at SMAN 2 Jeneponto. A case study was considered appropriate because the research focused on a particular phenomenon within a specific educational setting. The design also enabled the researcher to examine the relationship between literacy activities, teaching practices, and students' responses in their natural context.

The research was conducted at SMAN 2 Jeneponto during the academic year 2025/2026. The participants consisted of the principal, Indonesian language teachers, and students from selected classes. The teachers and school principal were chosen because they are directly involved in planning and implementing literacy programs, while the students were selected to provide information regarding their experiences, habits, and interest in reading after participating in literacy-based learning activities.

The data were collected through observation, interviews, and documentation. Classroom observations were carried out to examine the implementation of literacy-based learning, such as reading activities before lessons, the use of reading corners, class discussions, and literacy assignments. Interviews were conducted with teachers and students to obtain detailed information about the strategies used, the challenges encountered, and the students' perceptions of the literacy program. Documentation was collected in the form of lesson plans, photographs, school literacy schedules, students' reading journals, and other related records.

The main research instruments were observation sheets, interview guidelines, and document analysis forms. The observation sheet was used to record the learning process and students' participation in literacy activities. The interview guideline contained questions related to the implementation of literacy-based learning and its influence on students' reading interest. Meanwhile, the document analysis form was used to identify evidence of literacy activities and school programs that support reading culture.

The collected data were analyzed using the interactive model of data analysis, which includes data collection, data reduction, data display, and conclusion drawing. First, the researcher gathered all information from observations, interviews, and documentation. Second, the data were reduced by selecting and classifying the information that was relevant to the research objectives. Third, the reduced data were presented in descriptive form so that patterns and relationships could be clearly identified. Finally, conclusions were drawn based on the findings obtained from all sources of data.

To ensure the validity and reliability of the findings, the researcher applied triangulation techniques. Source triangulation was conducted by comparing information obtained from teachers, students, and the school principal. Method triangulation was also used by comparing the results of observation, interviews, and documentation. Through these procedures, the researcher ensured that the findings accurately represented the implementation of literacy-based learning and its contribution to increasing students' reading interest at SMAN 2 Jeneponto.

RESULT AND DISCUSSION

Results

The findings revealed that SMAN 2 Jeneponto has implemented literacy-based learning systematically through school policies, classroom activities, and supporting facilities. The school has integrated literacy activities into the daily learning process by requiring students to read for fifteen minutes before the lesson begins. This activity is conducted every morning in all classes and is supervised directly by the subject teachers. The school principal stated that the purpose of this program is to create reading habits and strengthen students' interest in books and other written sources.

The observation results showed that the school provides several facilities to support the literacy program. These facilities include a library, reading corners in each classroom, a school wall magazine, and a collection of fiction and non-fiction books. The reading corners are arranged attractively with colorful decorations and motivational quotations to encourage students to read. Students are allowed to borrow books from the classroom reading corner and the school library during break time and after school.

Based on interviews with teachers, literacy-based learning is not limited to Indonesian language subjects but is also integrated into other subjects such as history, biology, economics, and English. Teachers require students to read articles, textbooks, or short stories related to the lesson topic before beginning classroom discussions. After reading, students are asked to identify the main ideas, summarize the text, and express their opinions orally or in writing. This strategy encourages students to become more active and improves their comprehension skills.

The implementation of literacy-based learning at SMAN 2 Jeneponto follows several stages. The first stage is introduction, in which students are introduced to various reading materials according to their interests and learning needs. The second stage is integration, where the reading materials are connected to the lesson content. The third stage is reflection, during which students discuss the text and relate it to their own experiences. Finally, students communicate the results of their reading through presentations, written summaries, or group discussions.

The findings also indicate a significant change in students' reading interest after the literacy-based learning program was implemented. Before the program, many students admitted that they rarely read books because they preferred using their mobile phones or social media. However, after participating in regular reading activities, students became more interested in reading and started visiting the library more frequently. Teachers also reported that students were more enthusiastic during classroom discussions because they had already gained background knowledge from the reading activities.

Furthermore, students showed improvement in several academic aspects. They became more confident in expressing ideas, more capable of understanding written information, and more active in completing assignments. Teachers

explained that students who regularly participated in literacy activities demonstrated better vocabulary, critical thinking, and writing ability than before. These improvements indicate that literacy-based learning not only increases reading interest but also contributes to overall academic development.

Although the implementation of literacy-based learning produced positive results, several obstacles were still found. Some students were not accustomed to reading and tended to lose focus during the reading session. Others considered reading to be boring, especially when the text was too long or difficult to understand. In addition, the limited number of books and the lack of varied reading materials sometimes reduced students' enthusiasm.

To overcome these obstacles, the school and teachers implemented several strategies. Teachers selected reading materials that matched students' interests, such as short stories, inspirational texts, biographies, and educational articles. They also used interactive activities such as group discussions, presentations, and reading competitions to make literacy learning more enjoyable. The school continued to improve library facilities and encouraged teachers to develop creative literacy-based learning activities.

Discussion

The implementation of literacy-based learning at SMAN 2 Jeneponto demonstrates that reading habits can be developed effectively when schools provide consistent programs and adequate support. The daily fifteen-minute reading activity reflects the habituation stage of literacy development. Through continuous practice, students gradually become familiar with reading and begin to view it as an important part of their learning process. This finding is consistent with the theory that reading interest grows through repeated exposure and positive experiences with books.

The availability of literacy facilities such as libraries and reading corners also plays a crucial role in increasing students' reading interest. A supportive environment makes students feel more comfortable and motivated to read. The presence of attractive reading materials and accessible spaces encourages students to spend more time reading. This result supports the view that the physical environment is one of the determining factors in the success of school literacy programs.

The integration of literacy into different subjects indicates that literacy-based learning should not only be the responsibility of language teachers. When all teachers apply reading activities in their lessons, students have more opportunities to practice reading and comprehension skills. Literacy becomes a learning culture rather than a separate activity. This finding strengthens the argument that literacy is closely related to all academic disciplines because every subject requires students to understand written information.

The increase in students' reading interest after participating in literacy-based learning can be explained through motivation theory. Students become more interested in reading when the materials are relevant to their needs and interests. In this study, students preferred reading materials that were easy to understand and connected to their daily lives. Therefore, selecting appropriate texts is essential

in order to maintain students' motivation and encourage them to read regularly. The results also show that literacy-based learning contributes to the development of students' critical thinking, communication skills, and academic achievement. Reading activities encourage students to analyze information, compare ideas, and express their opinions logically. These skills are important in twenty-first century learning because students are expected not only to memorize information but also to interpret and apply it critically.

However, the obstacles found in this study indicate that literacy-based learning requires continuous improvement. Schools need to provide more varied reading materials and teachers need to design creative literacy activities that suit students' characteristics. Cooperation among teachers, school leaders, and parents is also necessary to strengthen students' reading habits both at school and at home. Therefore, the success of literacy-based learning depends not only on the program itself but also on the commitment of all parties involved

CONCLUSION

Based on the findings, it can be concluded that the implementation of literacy-based learning at SMAN 2 Jeneponto has been effective in increasing students' reading interest. The school has successfully integrated literacy activities into daily learning through fifteen-minute reading sessions, the use of reading corners, library facilities, and literacy-based classroom activities. These programs have encouraged students to read more frequently and to develop positive attitudes toward reading.

The study also shows that literacy-based learning has a positive impact on students' academic development. Students become more active in classroom discussions, more confident in expressing ideas, and more capable of understanding and analyzing written texts. In addition, the integration of literacy activities into various subjects helps students improve their vocabulary, critical thinking, and writing skills.

However, the implementation of literacy-based learning still faces several challenges, such as students' low reading habits, limited reading materials, and the lack of students' motivation in some cases. Therefore, schools need to continue improving literacy facilities, providing more interesting and varied reading materials, and developing creative teaching strategies. Strong cooperation among teachers, school leaders, students, and parents is necessary to ensure that literacy-based learning can be implemented effectively and sustainably.



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