



A School Literacy Program and Parental Role in Enhancing Students' Literacy

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ABSTRACT

Low reading literacy levels in Indonesian schools are one of the major issues, and the government has urged all schools to start the School Literacy Movement or SLM. As a reference school that successfully implemented this program, State Junior High School 4 Pakem in Yogyakarta, Indonesia, was used in this study to learn how SLM was being implemented there. Additionally, it reveals how parents supported the program. This study is descriptive by using documentation, a questionnaire, and interviews to gather data. This study has revealed the implementation of the School Literacy Program in State Junior High School 4 Pakem, which consists of ten main items. Moreover, the parental role is also crucial for the success of this program. Mostly, the parents hold positive beliefs regarding implementing the school-based literacy program. The parents become role models, communicators, and facilitators during the running program, creating a literacy atmosphere in their family surroundings.



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INTRODUCTION

One of the main problems in Indonesian education is the low reading literacy levels. Indonesia placed 74 or ranked 5 from the bottom in PISA 2018 results and has yet to achieve an average country score in the Organization for Economic Co-operation and Development (OECD). Even though the result tends to increase, Indonesia still needs a higher literacy level. The inability of Indonesian education to enhance pupils' capacities to read and write is demonstrated by their poor reading skills. Similar results are shown based on the INAP - Indonesia National Assessment Programme or Asesmen Kompetensi Siswa Indonesia – AKSI as a mapping of reading, math, and science abilities of 15-year-old school children. This assessment, known as PISA in the Indonesian version, shows that student's literacy skills are not satisfactory (46.83%), and their reading comprehension is below the good categorisation (Luyten, 2024). This circumstance drives the government to urge each school to launch the (*Gerakan Literacy Sekolah*) School Literacy Movement – SLM. This program was implemented to broaden student knowledge according to Ministry Regulation No. 23 in 2015 about the character of reading well. Based on the program, the school must spend 15 minutes before the lesson reading non-academic books. One of the findings of Díaz et al., (2024) highlights that literacy programs improve student achievement.

The school and its staff, including teachers, principals, and librarians, must first establish a learning environment conducive to literacy needs to attain literacy (Murendo et al., 2024). Indonesian schools must assist students in developing their reading abilities through three crucial stages: habitual, developmental, and learning (Kemendikbud, 2016). The habitual stage aims to foster students' love of reading by encouraging them to read for 15 minutes before class. The students then apply critical thinking and other forms of communication to relate what they have read to their own experiences. At the same time, teachers must improve their curriculum. Teachers must improve their instructional materials, including e-texts (Vongkulluksn et al., 2024) and literacy strategies, to help students develop higher-order thinking skills. Investigations, however, show that most of them are not adequately aware of their roles in this literacy enrichment and in putting the literacy movement into effect since they misbelieved that language teachers are the only ones in charge of it. Besides school support, parents are essential to their children's emergent literacy development. A Whitaker (2019) study determined that parents' beliefs, sense of self-efficacy, and demand are the three main components explaining their contribution to their children's education. "... Most parents believe that part of their parental responsibilities includes taking particular activities to support the educational process. When parents "activate" their beliefs about the educational activities they perceive to be an acceptable part of the parenting role, they become involved in their child's education."

This view shows that the more educated and employed the parents are, the better the effect towards children's beliefs and attitudes (Bigozzi et al., 2023). Referring to the above claims that school literacy and parental support are vital to developing students' literacy enhancement, this study aims to know (1) the schools' literacy program to accelerate students' literacy skills, (2) the parental role in supporting their children's literacy skills (3) the obstacles of the literacy program in enhancing students' literacy skills?. Reviewing the crucial position of school-based literacy programs, this study aims at investigating the implementation of this kind of program in State Junior High School 4 Pakem, Sleman, Yogyakarta. This school has been claimed as a reference school related to the school literacy program called "GELANG SI CANTIK" - Gerakan Literasi Mengangkat Prestasi dengan Membaca, Menulis, dan TIK (The Literacy Movement to Promotes Achievement through Reading, Writing and ICT). This program has been included in the Top 99 Public Service Innovation Competition (KIPP) 2020 by Ministry of State Apparatus Empowerment and Bureaucratic Reform. This school claimed that "GELANG SI CANTIK" innovation has been able to produce positive impacts, such as (1) growing awareness of students to use gadgets positively, as well as reducing the addiction to gadgets for wasteful activities, (2) growing awareness of respecting time by reading, as seen from the increase in the number of visits to the library and utilisation of the book collection, (3) achievement related to literacy at the national level, even the international arena, (4) successful publication of books by students and teachers which were launched in the "Literacy Movement Talk Show at State Junior High School 4 Pakem",

(5) realisation of the enthusiasm of students to take part in various competitions held at the school level and outside of school, and (6) the increasing number of book collections in libraries and reading corners. This research also reveals the parental role to succeed in this literacy program.

Literacy Skills

According to UNESCO World Education, literacy is no longer just defined as being able to read and write; it is now associated with the capacity to critically understand cultural symbols like images and symbols and textual elements like letters and numbers. People with higher literacy levels have easier access to jobs and more favourable attitudes toward institutions (O.E.C.D., 2019). Higher reading literacy levels have been linked to better health and lower crime rates (Tan, 2020). Reading, writing, and interpreting texts and cultural symbols are all part of the literacy educational system. Literacy is the simple act of being able to read and write. With literacy or without, we were aware. However, today, literacy has a wide definition. Thus, it now has numerous meanings rather than just one (multiple literacies). Enter the six categories of the survival of the literacy skills of the 21st century, as stated by UNESCO, as cited by (Sahito & Vaisanen, 2017): basic literacy, computer literacy, media literacy, e-learning, cultural literacy, and information literacy.

Literacy is crucial to pursue school and acquire various other life skills successfully. It aims to instil in pupils a love of reading, writing, and mathematics and teach them how to read, write, and count. Students' capacity to gather, analyse, and present information is essential for literacy acquisition, including learning to read and write (Kemendikbud, 2016). The goal of literacy is to cultivate affection. It is crucial to teach young children the fundamentals of literacy. According to the social cognitive theory (Bandura's Social Learning Theory, n.d.), children form their worldviews and conceptual frameworks in their formative years. For primary school students, the same applies. Children will experience a period of adjustment from the home to the school environment (Carroll, 2020), and these findings produced several significant results. First, compared to other students, children from homes with less-educated parents received less parental support for their academic endeavours. Second, the least educated parents of underprivileged children seven years or older tended to lack confidence in assisting their students with their arithmetic education. Third, a disproportionately large fraction of the poor participants faced additional losses. It makes the condition worse in a pandemic situation.

School Literacy Program

In the context of the School-Based Literacy Program, the idea of school literacy is the capacity to gain access to, comprehend, and make use of information through a variety of activities, such as reading, viewing, listening, writing, and speaking (Kemendikbud, 2016) 15 minutes of reading per day will support this literacy habit (the teacher reads a book and the students read silently, which is adjusted to the context or school target). The growth and learning phases will be targeted when the reading habit is created (accompanied by bills based on the 2013 Curriculum). Several different factors work together to support the social movement known as the School Literacy Movement. To grow (Kemendikbud, 2016) the character of students through cultivating the school literacy ecosystem to make students have a high reading culture and writing skills, a variety of literacy activities can take the form of a combination of developing receptive and productive skills as well as involving school residents, stakeholders, and the community. The School Literacy Movement's overarching goal is to cultivate students' character through developing the school literacy ecosystem, which is expressed in the School Literacy Movement. This includes (a) promoting a school literacy culture, (b) enhancing the capacity of citizens and the school environment to be literate, (c) making learning enjoyable, and (d) preserving the continuity of learning by providing a diversity of reading materials and allowing for different reading techniques.

By considering school preparation, the School Literacy Movement is implemented using a curriculum that is implemented through three stages. This readiness includes the relevant public participation, institutional support, and policy tools as well as the relevant school facilities (accessibility of facilities, facilities, literacy infrastructure), as well as the relevant school residents

(students, teachers, parents, and other community members). The Literacy Movement is being implemented in three stages at the elementary school level: (a) habituation: reading non-academic books with morals for 15 minutes before class; (b) development: enhancing literacy abilities through enrichment activities outside of the classroom, like extracurriculars or library visits; and (c) learning: in-class activities, like teaching with literacy strategies.

Parental role in students' literacy

Parental involvement at home can take several forms, such as imparting academic expectations to their children, reading aloud to them, talking with them about activities they participate in outside of the home, and teaching them academic skills (Taylor et al., 2004). It hypothesised two sorts of relevant engagement to children's academic results over the aforementioned timeframes based on the body of research on parental involvement at home: academic teaching and academic socialisation. One-on-one interaction between a parent and kid that focuses on developing certain academic abilities is academic training. Reading to or with children and working on academic skills with them are two examples of academic teaching. Promoting academic values, ideas, and parental expectations is academic socialisation. Reading to or with children and working on academic skills with them are two examples of academic teaching. Promoting academic values, ideas, and parental expectations is academic socialisation. Examples of a mentally stimulating home environment include talking with children about their schoolwork and setting academic expectations for them.

Extensive research has examined the role of parental participation in fostering a child's growth as a learner. According to Schmid (2021), more parental involvement is required to overcome the achievement gap. It was determined that parent participation has to somehow relate to their child's academic development to overcome the achievement gap. Children acquire ideas about reading like they acquire other important information. Theories that define the parent role as engagement have been established when the parent feels they have the information, skills, and ability to impact their children.

METHOD

This study belongs to descriptive research to define a particular phenomenon called the application of the SLM in State Junior High School 4 Pakem, Yogyakarta, Indonesia which is considered a school reference for their successful literacy program. This research collects data about the responses of head principals, teachers, parents and students related to the SLM. To answer the research questions, the researchers will use a survey and interviews, the first research question will describe the SLM program to accelerate students' literacy. The second research question is to reveal parents' perceptions and involvement in supporting school-based literacy programs. The third research question will share the obstacles faced by the schools, parents and students dealing with SLM. Primary data, or the thoughts and actions of persons who were observed or questioned, are one of the study's data sources (Moser & Korstjens, 2017). Interviews and questionnaire results with respondents produced primary data. Books, pertinent research articles, private documents, and official documents were used to gather secondary data referring to the application of the SLM in State Junior High School 4 Pakem, Yogyakarta. Techniques for gathering research data included documentation, open and closed questionnaires, and interviews. Data gathering, reduction, presentation, and conclusion-making were all steps in the data analysis process.

RESULTS AND DISCUSSION

The implementation of the School Literacy Program in State Junior High School 4 Pakem, Yogyakarta

Based on the manual book of the program completed with observation, and interviews with the principle, teachers and students, it is found that State Junior High School 4 Pakem creates the literacy movement of "Gelang Si Cantik" - Gerakan Literasi Mengangkat Prestasi dengan

Membaca, Menulis, dan TIK (The Literacy Movement to Promotes Achievement through Reading, Writing and ICT). It consists of reading time, literacy friday, a youth scientific group, a reading and writing workshop for teachers and students, a book exhibition, adequate libraries to support literacy culture, book discussions, work exhibitions, literacy competitions, and schools' reading corners. Based on the documentation of the program manual book and interviews with teachers and students, in the Reading Time activities, students are free to choose the book they like to read for some time. The reading occasion is done twice a week at the beginning of the lesson for the quarter to thirty minutes. The teachers manage the reading materials covering fiction like literature, mysteries, science fiction, romance, fantasy, chick lit, and crime thrillers. While non-fiction includes biography, business, cooking, health and fitness, pets, crafts, languages, travel, religion, art and music, history, self-help, true crime, science and humour. The teachers change the book categories weekly or monthly to give students various content. Even most students prefer fiction books as their reading materials, especially short stories due to the limited time. The books are from the library collection; some students bring their collection, but most students prefer e-book that can be accessed from their tablet or smartphone. They prefer to electronic books because it is more simple and more practical for the Z generation like them. During the literacy Friday celebration, students share the results of reading activities in front of their friends for each class at the flag ceremony field. Each student takes a turn randomly to report and share their reading activities. These activities also contribute to students' public speaking to raise their confidence to talk in from many people. Meanwhile, the youth's scientific work is a form of extracurricular to support the school literacy program. It is a forum for students to demonstrate their critical thinking and creativity to make simple innovations, concepts, or ideas as a solution for the community problem. This activity is expected to activate their imagination based on the information they get from their reading materials.

Moreover, the activity of reading and writing workshops for teachers and students is to strengthen teacher capacity and students in writing through training and workshops. Here the students and teachers are trained in reading skills and strategies. It includes word recognition, comprehension, and fluency. They are also learned about writing skills and strategies so, they can know the way to create the flow of story as fiction book creation and scientific writing. It is followed by a book exhibition and scientific group exhibition to disseminate their writing products. This agenda is also to gain meaningful feedback regarding their developed products. The regent, district head, and representatives of regency educational units are invited to this agenda to give comments, inputs and evaluations.

Another agenda is Book Discussions as an activity to sharpen understanding of the results of book reading activities. The students are also facilitated with journalism as extracurricular activity to develop students' potential in news production. A student journalist can develop a wide range of skills, including conversational talents, writing skills, interviewing techniques, grammar accuracy, photography, and editing, all of which are crucial to the operation of a newsroom. The school regularly creates literacy competition as a trigger to improve the literacy culture of the school community. It is relevant with ideas proposed by (Damayanti et al., 2019) that, for an activity or program to be successful, it is crucial that participants comprehend it. Literacy programs must be incorporated into regular classroom instruction because, as the literature review explains, literacy development occurs both within and outside of the classroom (in the library). Teachers must therefore comprehend and possess the necessary skills to implement the literacy program in secondary schools.

The Principal forms a literacy team to ensure all those programs run well. This team monitor, supervise and evaluate the program regularly. To make sure that the programs and the implementation are effective and relevant for each semester. The indicators in the evaluation, include the availability of learning resources (textbooks, non-learning books, etc.), infrastructure (computers, internet networks, etc.), the ability of human resources to support the literacy program, the availability of funds for supporting the sustainable literacy program, the availability of regulations to support the implementation of SLM, the availability of student facilitation to carry out social activities related to literacy. Besides a plentiful book collection in the library, this school

provides a reading corner to ensure students have a convenient spot for their reading activities and a growing literacy culture. Those actions performed by the school have been in line with the claim that the school and its staff, including teachers, principals, and librarians, must first establish a learning environment conducive to literacy needs to attain literacy (Retnaningdyah & Laksono-Krisyani, 2017)(Slovaček et al., 2017). The school also emphasises the three crucial stages to promote students' literacy, i.e., habitual, developmental, and learning (Kemendikbud, 2016).

The parental role in supporting their children's literacy skills

The relationship between schools and parents, demonstrated by parental involvement in their children's education at school, is a crucial factor in demonstrating an educational institution's quality. To assist the school-based literacy program, it is important to understand how the parents feel about their involvement. This part was revealed with an online Linkert questionnaire, in which 100 parents randomly participated from the first to third grade. The result of the questionnaire can be seen in Table 1.

Table 1. The Result

No.	Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1	The literacy program in the learning process did not disturb me.	49	47	3	1
2	School's literacy does not waste my children's time.	30	60	5	5
3	The occasion to study literacy was not hindered.	43	37	15	5
4	Literacy has helped my children become proficient readers.	18	56	23	3
5	Literacy increases interest in reading.	20	63	15	2
6	I am glad to literacy program since it improves my children's creativity and critical thinking.	21	65	14	0
7	My children learned more through reading.	30	65	3	2
8	Because of literacy, my children's vision is getting broader.	25	55	15	5
9	Literacy helped my children develop their ability to have better-written production.	36	54	6	4
10	Literacy assisted my children's ability to be better communicators.	21	49	18	12

Based on the above findings, most parents believe that the implementation of the literacy program gave their children better feedback. First, literacy improves their children's creativity and critical thinking. The data showed (12%) strongly agree – SA, (65%) agree - A, (14%) disagree - D and none strongly disagree - SD. Literacy is the ability to read and write. Later, this skill will be a daily tool that students can use (Zati, 2018). It goes beyond merely knowing how to read, write, and count. Language abilities, counting, visual interpretation, computer literacy, and numerous learning initiatives are all included. Reading ability and creativity in children are also improved by literacy. They improved their understanding through reading tasks like skimming the book, practising word combinations, and coming up with new words. Additionally, most parents think literacy can help their students become better-written producers (36% strongly agree and 54% agree) and communicators (21% strongly agree and 49% agree). It is in line with the study from (Rahman et al., 2019) that mastery of literacy is supposed to solve communication skills problems. It is seen as an instrument that can be used to obtain and communicate information. Mostly, the parents hold positive beliefs regarding implementing the school-based literacy program. Most

parents feel happy with this movement and believe it will bring many benefits for their children, especially in raising children reading interest and opening broader insights.

These questionnaire results were followed with interviews to gain the parents' roles and family support of their children's literacy. Hoover-Dempsey et al., (2010) highlight that the school program should be accompanied by parents' active involvement to support their children's literacy. The family literacy program can generate a favourable educational environment through various activity levels. It is advised that parents track their involvement for teachers and schools to monitor parents' involvement. According to the interview results, the parents support the literacy program. According to the findings of the interviews and home visits with parents, parents play a crucial role in their children's literacy development by providing resources, getting involved directly in literacy activities or their interaction with their kids, and establishing literacy habits within the family. This is in line with (Musfiroh, 2019)opinion, according to which parental participation can be seen as the provision of stimulation (facilities) to young children by parents. the provision of services, specifically the reading of books to encourage kids to read. It is evident that the informant's home has a lot of books for reading. The availability of all necessary amenities will always encourage kids' curiosity. The parent tries hard to become a role model first. Here, some parents admit that they spend their time at home reading a newspaper or book to grow the literacy atmosphere at home. They also try to minimize their handphone contact and tend to make small talk before their children studying their homework. It is in line with the concepts from that parents should set a good example for their children to develop good literacy habits, particularly reading. As an illustration, reading before bed and their children would directly follow and join their parents as a result of such behaviour. Some parents who regularly included their children in family literacy activities were included in this study. Informants frequently ask children to read books, write, or draw pictures to fill their leisure time. Families and extended relatives frequently read books together during their free time. These parents always include children in their literacy-related tasks so that children indirectly get them to do these things without asking. A parent, however, report that his family does not practice literacy for their children to read less fluently. Meanwhile, these three informants only impart reading skills to children that ultimately become skills. Children lose interest in other literacy skills like reading after they feel they have mastered it.

Some parents also have been a good communicator. It's crucial that the students receive instruction to help the school's reading program. The parent should discuss the goals of the school and the children's situation at home during this term. Based on the interview, the parents also frequently monitor and check their children reading by asking about what books they have read, the stories and finding out whether their children are happy with those kinds of books or e-books. In addition, some parents say that children should regularly study after Maghrib time, even if it is a holiday from school. This is done to improve and familiarize children with reading, and it is encouraged by "new" books rather than merely using textbooks at school so that it is not boring for children. In addition, informants daily read engaging illustrated books to youngsters so they may appreciate the plot. While the other parents employed scheduling to improve the literacy of their charges. Every day after maghrib, scheduling is done routinely, and only school-related materials are read. Children rapidly grow bored since the learning process is structured like classroom learning. This condition is in line with the idea that parents who are actively involved in their child's education can provide more resources to help the child learn. Parents who engage their children in various literacy activities can further improve real-world learning opportunities (Ingram et al., 2017). Moreover, reading is a component of the observational process, which is the basis and foundation of learning. This literacy exercise can help people absorb the knowledge applied in the field; this knowledge is absorbed through reading habits. The contribution of parents to literacy development, specifically through the supply of resources, participation in literacy-related activities directly, or interactions with their children. Parental participation can be understood as providing stimulation (facilities) to children. Parents were observed providing amenities, particularly in the form of books encouraging youngsters to read. There are many books to read, as observed at the informant's home. The availability of all necessary amenities will always promote students' natural curiosity.

Four factors support a literacy program based in a school. The first thing that became crucial was parents' awareness and availability (Mafruudloh et al., 2022). Implementing school-based literacy should be encouraged by parents' adoption of parenting practices. It was associated with their willingness to accompany and supervise their students at home. The awareness of the parents was also a key factor in the success of this program. Second, other media or technology, such as books, digital books, picture series, video series, etc., could supplement this program. Depending on their requirements and budget, parents could provide media. Most of the parents believe that the importance of parents' contribution—especially mothers—in fostering children's literacy cannot be overstated because they are the ones who truly understand their children's positive and negative traits, as well as their likes and dislikes. Parents should play a primary part in their children's education. The sources of their motivation were themselves, their parents, their friends, and their surroundings. Children should receive encouragement from their parents to embrace reading initiatives. Parental involvement in their child's reading activities exerts a stronger influence than other factors related to the family background, such as social status, family size, and parental education level.

The obstacle to the school's literacy program

The implementation of the school literacy program at State Junior High School 4 Pakem has been hampered by reasons including the students' lack of a reading culture and their frequent tardiness. Even after being identified as challengers, some children continue to be unserious to participate in the school literacy program. Based on the interviews with the teachers during the sharing session, some of them also lose their focus in digesting their reading materials. It makes them find it difficult when it comes to the sharing session. They just re-tell the point they read but failed to present the meaningful message from their reading materials. While (Burn et al., 1996) support the notion that reading is a task that helps one comprehend the meaning or content of a text. When students can recount a narrative in their own words and reference the author's point of view in the reading text, it is one sign that they have understood the text's meaning or contents. Because of this, teachers must constantly work to increase their pupils' comprehension of what they are reading and emphasize to them the advantages of engaging in this literacy activity. Students will be inspired and motivated to actively participate in activities if they understand the advantages of those activities. The students developing a liking for literacy-related activities is the utmost expectation. It all requires effort, patience, and sacrifice. The importance of critical reading skills as a key factor for success in society, as the ability to read critically is increasingly seen as essential for students' personal and professional development (Pambudi & Kaliaskarova, 2023).

Another prominent obstacle is related to the students' characteristics as the Z generation. They belong to digital natives that always prefer electronic things. As mentioned earlier in the implementation of the reading session, the students tend to read electronic books since they consider it simpler and more practical. They just open their tables and smartphone to read e-books. However, most of the students usually get distracted (Bonifacci, 2022). They will likely spend their reading session playing their gadgets like chatting, gaming or exploring their social media. It urges teachers to continuously monitor the reading activities by walking around the class during reading time to make sure doing their reading assignments. Low reading interest among students is a significant additional factor, i.e., those who are not as interested in reading. They are students who are not in a state to participate in literacy-based activities. Many variables, including parents and families who may need to recognize the advantages of this literacy program and the impact of the immediate family and environment, contribute to the absence of or poor interest in reading. According to the interview with the teacher, the parents of these children typically have one of the following backgrounds: 1) they are divorced and prioritize their happiness over the physical, emotional, and spiritual needs of their children, 2) they are too busy working to support themselves, and 3) they lack sufficient knowledge about the enormous advantages of literacy programs implemented in schools. Low or absent reading interest correlates with low or absent enthusiasm for literacy-related tasks. They find literacy exercises tedious because it is difficult for them to comprehend what they are reading, making their workload more onerous. They find it difficult to concentrate on the task at hand because they didn't follow the teacher's directions and guidance

from the outset, making it difficult for them to comprehend the assignment's objectives and progress on the provided assignment in a timely manner.

The teacher's role is vital to succeeding in this literacy program but the massive duty of teachers, especially for administrative things, usually hinders them from optimally guiding the students in the reading session. It makes them optimally monitor the students' reading activities. Moreover, teachers must practice literacy and be punctual for the school literacy program to be fully implemented (Vongkulluksn et al., 2024). This is because modelling behaviour by adults is crucial for teaching values to students. In addition, the dearth of initiatives to promote and institutionalize a literacy culture is because the school has recently begun to engage in a small number of literacy-related initiatives. Regarding other alleged impediments, it is believed that there is still insufficient time to read a book and that it is not at its best. Since they are also used for reading and other tasks, the maximum thirty minutes available are perceived as insufficient. Teachers mentioned that factors like various student reading interests, varying student readiness levels on a physical and psychological level, and a wide range of student reading comprehension abilities have hampered the implementation of literacy programs at this school. Damayanti et al., (2019) mentioned that reading comprehension is a sizable portion of that literacy. Because of this, teachers need to ensure that their students have adequate reading comprehension abilities. Students who still need to develop basic reading comprehension skills will undoubtedly encounter difficulties when given the responsibility of reading the assigned reading or the text comprehension. Instead of just reading a row of words that appear, the literacy program engages students in cognitive exercises to help them comprehend the purpose and message of the reading. As of now, the teacher's best effort can be to keep giving examples, support and guidance to keep reading and writing. The teacher always tries to involve the students in the classroom and extracurricular activities. Results are the main part of scientific articles, containing: final results without data analysis process, hypothesis testing results. Results can be presented with tables or graphs, to clarify the results verbally.

CONCLUSION

This study has revealed the implementation of the School Literacy Program in State Junior High School 4 Pakem, Yogyakarta, as a pioneer and reference school for its successful literacy movement. This program has also been awarded in the Top 99 Public Service Innovation Competition (KIPP) 2020 by Ministry of State Apparatus Empowerment and Bureaucratic Reform. The program consists of (1) reading time, (2) literacy Friday, (3) youth scientific group, (4) reading and writing workshop for teachers and students, (5) book exhibition, (6) adequate libraries to support literacy culture, (7) book discussions, (8) work exhibitions, (9) literacy competitions, (10) literacy leading schools. This school claims that this program positively impacts students' learning outcomes, as proven by the Province's best National Examination, with an average total score of 361.88 in 2017. Moreover, the parental role is also crucial for the success of this program. Mostly, the parents hold positive beliefs regarding implementing the school-based literacy program. Most parents feel happy with this movement and believe it will benefit their children, especially in raising children's reading interest and opening broader insights. The parents become role models, communicators, and facilitators during the running program, creating a literacy atmosphere in their family surroundings. The obstacles during the implemented program include the students' preference to read e-books which often distracts them from doing other things on tablets or smartphones, like chatting, gaming or exploring their social media. Low reading interest among students is a significant additional hindering factor, i.e., those not as interested in reading. Besides, A wide range of student reading comprehension abilities has hampered this school's implementation of literacy programs. It urges teachers to continuously monitor the reading activities by walking around the class during reading time to make sure doing their reading assignments. the massive duty of teachers, especially for administrative things, usually hinders them from optimally guiding the students in the reading session. The highest hope is that pupils will grow to enjoy literacy-related activities. All of it needs work, endurance, and sacrifice. Further

research will be beneficial in exploring more teachers' strategies for growing the students' literacy level within classroom learning so that the literacy program can align with the course learning. In addition, family literacy efforts can also be learned deeply to formulate the literacy program in a home setting.

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