

**THE EFFECTIVENESS OF THE SCHOOL LITERACY MOVEMENT
(GLS) PROGRAM IN INCREASING STUDENTS' INTEREST IN
READING IN SUBJECTS PAI DI SMA NEGERI 2 RUJUKAN
LUBUKLINGGAU**

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Abstract

Article History *The background to this research is that the School*
Received:09-12-2024 *Literacy Movement (GLS) is a program that aims to*
Revised :16 -12-2024 *increase reading interest and reading skills as well as*
Accepted:03-01-2025 *writing skills. Its implementation at SMA Negeri 2*
Keywords: *Lubuklinggau has reached the development stage. The*
Effectiveness, *problem in this research is the lack of interest in reading*
GLS Program, *and the lack of awareness among students about how*
and Reading *important reading is, especially in PAI subjects. This type*
Interest *of research is descriptive qualitative research. The*
 subjects of this research were the deputy principal for
 curriculum, PAI teachers, school literacy ambassadors,
 and 11 students as samples taken from each class. Data
 collection techniques were carried out by means of
 observation, interviews and documentation. The results
 of this research show that the effectiveness of the GLS
 program is very influential in increasing students'
 reading interest in PAI subjects. With the 15 minute
 reading habit program and writing activities, students
 increase awareness of how important reading is.
 However, some students also expect explanations from
 the teacher to strengthen what the students have read.
 Students' interest in reading is also aroused by
 encouragement from technology which increases
 students' curiosity. The effectiveness of this program also
 has a positive effect on students' ethics and manners, by
 reading they become aware of Islamic teachings about
 ethics and manners so that they can immediately apply
 them in their daily lives. In this case, literacy
 ambassadors also play an active role in providing
 education to students about the importance of reading.

Introduction

The reading interest index in Indonesia is low based on UNESCO statistical data in March 2016 which stated that "Indonesia was declared to be ranked 60th out of 61 countries, just below Thailand (59) and above Botswana (61) regarding reading interest." What is certainly sad is seeing UNDP data which states that Indonesian people still have minimal awareness of reading. This is due to the lack of reading habits from an early age. (Artana, 2016: 20)

The development of the technological era that keeps pace with the times makes everything more practical. In terms of education, it also has an influence. Retrieving information becomes easier, getting information from various corners of the world is also easier. So many teenagers prefer to get information from the internet rather than from books, newspapers or magazines. This makes print media slowly less attractive to teenagers than electronic media.

The low interest in reading in Indonesia is caused by unsupportive learning methods and curricula in schools. Here students listen or speak more often than reading and writing. People here also prefer to watch television and are more active on social media.

The progress of a country can be seen from progress in the field of literacy. Ability in the field of literacy can be interpreted as balancing literacy with polite behavior. Based on the function and objectives of national education as stated in Law No. 20 of 2003 concerning the National Education System in Chapter 2 Article 3, which states that "Building a dignified nation's civilization, making the nation's life intelligent, forming character and developing abilities "students are a function of national education, and have the aim of developing the potential of students so that they become individuals who have faith and devotion to God Almighty, have noble character, become citizens who are democratic, independent, creative and responsible."(Wijayanti, 2021) This is in accordance with Q.S Al-'Alaq verses 1-5 as follows:

أَفْرَأُ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ أَفْرَأُ وَرَبُّكَ الْأَكْرَمُ الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ
الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Translation : Recite in the name of your Lord who created, Created man from a clinging substance, Recite, and your Lord is the most Generous, Who taught by the pen. Taught man that which he knew not. (RI, 2004)

There are several problems that occur in Indonesia, namely that literacy culture has not yet increased or is still relatively low and has not become a habit among society. This is because it is easier for them to receive information by listening than by reading. People also tend to like speech culture and tend to prefer watching and following television broadcasts rather than reading complete information. So a lot of information is not fully conveyed.

Therefore, students must have adequate literacy skills. Students also have to keep up with the times, let alone keep up with educational developments. The ability to understand information analytically and critically is also one of the reading skills that students must have. In terms of education, it is not only about gaining insight or understanding of scientific concepts, but also students' ability to search, find and use the sources of information they have obtained. Based on this understanding, it shows that to advance life and civilization is to develop the mind. One way to develop thinking is by reading and writing. (hidayat fahrul, 2023: 36)

Literacy activities are a must for every student, because these activities have an assessment from the teacher. The assessment emphasized in this activity is how much students are able to write down what they read. However, students' reading skills will be honed with these literacy activities.

Reading activities can direct children in a positive direction and change

children's thinking patterns in the future. Reading is a positive activity that can increase children's intelligence not only from a cognitive perspective, but affectively and psychomotorically. In an effort to foster students' character, the government through the Ministry of Education and Culture launched a movement called the School Literacy Movement (GLS). "This movement aims to ensure that students have a culture of reading and writing so that lifelong learning is created." The definition of School Literacy in the context of GLS is the ability to access, understand and use things intelligently through various activities including reading, viewing, listening, writing and/or speaking.(Pratama, 2022: 85)

Reading skills play an important role in our lives because knowledge is mainly obtained through reading. This skill must be mastered by students well from an early age. Quoting data from the Central Statistics Agency (BPS) in 2019, at least the literacy rate of the Indonesian population in the age range of 15 to 24 years, which includes reading, writing and arithmetic, reached 99.76 percent, or only around 0.24 percent are still illiterate.(Pratama, 2022: 89)

Literacy Ranking Research Data through the National Literacy Index by the Ministry of Education and Culture which produced the Indonesian Alibaca Index (Reading Literacy Rate) which was released in 2019 shows the results that of the 34 provinces in Indonesia, there are nine provinces (26%) in the medium literacy activity category; 24 provinces (71%) are in the low category; and one province (3%) is in the very low category, which means that not a single province in Indonesia is in the high literacy activity category.(Fauzi, 2018: 12)

From these data it can be concluded that Indonesian students are able to read but still experience functional illiteracy; they are able to read but cannot grasp the message of what they have read, they still have difficulty understanding the correct discourse context of the text they read and still have difficulty answering questions based on the information in the text. (Syafaruddin, 2012: 53)

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In learning, reading and writing skills must be mastered. Because reading books is a window to the world. Writing is useful for locking in the knowledge that has been gained. According to KI Hadjar Dewantara, "education is a power and effort aimed at developing children's character, mind and body. These parts must not be separated to promote the perfection of children's lives." Based on this understanding, it shows that to advance life and civilization is to develop the mind. One way to develop thinking is by reading and writing. (Sutrianto et al., 2016: 56)

For this reason, it is based on students' interest in reading. In reality, not all students can achieve the goals of reading. Students are able to read well and fluently, however, they do not understand the content of the reading. Like finding the value implied in the reading that is read. This is caused by a lack of interest in reading among students.

The government has planned several efforts to increase students' interest in reading, namely by releasing Minister of Education and Culture Regulation

(Permendikbud) Number 23 of 2015 concerning the Development of Characteristics (PBP). The content of this Minister of Education and Culture Regulation is that reading is mandatory through a planned program, namely the School Literacy Movement (GLS), especially at the elementary, middle and high school levels. By holding a school literacy movement, it is hoped that students will be able to increase their lack of interest in reading, which will increase based on the methods or strategies used by the teacher. So that students are able to improve in their academic fields. (Redha, 2021: 23)

Not all institutions such as schools can carry out school literacy movements. This is because GLS must go through three stages, namely: a 15 minute reading activity with the aim of fostering interest in reading; activities responding to enrichment books with the aim of increasing literacy; Then, to increase literacy in all lessons, enrichment books and using reading strategies are needed in each lesson.

In this case, SMA Negeri 2 Rujuk Lubuklinggau is one of the schools that has implemented GLS since the government gave school literacy movement program instructions at all levels of educational institutions from middle school to high school, one example is through the Reading Morning program, a reading corner in each class., wall media, as well as the selection of school literacy ambassadors.

Forms of implementing the school literacy movement at SMA Negeri 2 Rujuk Lubuklinggau with examples of library literacy activities. The familiarization stage involves looking for library materials of interest for reading activities 15 minutes before the start of teaching and learning activities, then the development stage, namely using the library as a source of information in discussions about reading. Then the learning stage includes including a bibliography in the assignment/practice report for each subject.

GLS aims to produce individuals who have a reading culture so that lifelong learning will occur. The problems that occurred regarding students' interest in reading finally found an answer, namely a movement carried out by the government to make the younger generation cultured. Of course, the school also plays an important role in ensuring that this program runs well.

After implementing GLS, the school provided various facilities to support these activities. Starting from a variety of reading books, to comfortable places to read such as libraries, green houses (reading rooms). Apart from that, there is a program implemented by the OSIS to hold a class decoration competition where the main aspect of the assessment is the reading corner in each class. Apart from that, the school also holds a short story reading competition and selects a school literacy ambassador where each class is required to send a class member as a representative. Of course, the various facilities provided and activities held by the school are one of the efforts to achieve the goal of these literacy activities, namely to make reading a culture so that lifelong learning occurs..

The reason the researcher took research at the school was because the implementation of GLS in schools was still not running optimally and, this could be proven by the lack of activity in reading information books by students in the school environment or in the library. GLS itself is very important to support the value implied in the reading that is read. This is caused by a lack of interest in reading among students.

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Research Methods

This type of research is field research or also called qualitative research, namely research that is intended to describe a variable, symptom or situation as it is and is not intended to test a particular hypothesis. Approach is the underlying assumption in using the mindset used to discuss research objects. In writing this scientific work, the author uses a qualitative descriptive research approach, namely explaining the aspects that are the target of the author's research. The approach in question is a research that attempts to explain the solution to current problems based on data, so that the author can find certainty and authenticity of the data to be described as accurate research results. (Sugiyono, 2016:98)

Discussion

Implementation of the School Literacy Movement (GLS) Program at SMA Negeri 2 Lubuklinggau Reference

In accordance with the implementation stages in the GLS program, including: habituation stage, development stage, and habituation stage. In this case, SMA Negeri 2 Lubuklinggau Reference has successfully implemented the entire series of programs. Abidin revealed that there are several learning objectives for literacy in the 21st century, namely; 1) Forming students who are effective readers, writers and communicators; 2) improve the quality of thinking abilities; 3) Encourage and explore learning motivation; 4) Teach students to be independent. The objectives of literacy learning are in line with the school literacy movement (GLS) through the Ministry of Education and Culture which is also carrying out changes, namely from KTSP to Curriculum 2013. The government is making efforts so that education in Indonesia is not illiterate and is ready to change and develop rapidly.

Based on the results of observations made by researchers, the school provides facilities and infrastructure that support literacy programs. These include a lounge (reading area), a reading corner which is supported by textbooks and non-study books, a comfortable library which has a variety of textbooks and non-study books, and a classroom which is supported by a reading corner which contains non-study books and classroom media.

According to Mr Suko as Head of Curriculum, the main aim of the GLS program is to improve students' literacy skills, not only in terms of reading, but also understanding, analyzing and using information from various sources effectively. In general, the aim of the GLS program is to let school residents know about the school and one way is to read writings in the form of rules, advice, such as keeping clean, etc. Such instructions are also part of literacy. It will create a positive culture for students through reading.

Paying attention to the respondents' answers above, it can be concluded that this program has an important role in increasing students' interest in reading. With these goals, GLS is expected to be able to create a generation that is not only academically intelligent, but also has strong literacy skills to face future challenges. In assessing school quality report cards, one of them is an assessment of school literacy which is a criterion for meeting the requirements to become a school reference in South Sumatra Province.

Mr. Suko stated that this has been included in the school quality report card,

one of which is literacy, and currently our school has received a blue color for literacy, which means its activities have met the requirements. And at yesterday's meeting there were results that the GLS program could be said to be successful because the school had fulfilled the series of activities that were the basis of the GLS program, including 15 minutes of reading before learning started and this was carried out every morning. Then there is something called a reading corner, and to increase students' creativity, the reading corner is included in a series of competitions on August 17, namely class decoration which requires every class to have a reading corner. Apart from that, yesterday, on Youth Pledge Day, the school held competitions including reading short stories with the theme of struggle, stand up comedy, selecting school literacy ambassadors and in this series of activities there was also a literacy exhibition managed by the OSIS and collaborating with Journalism Extracurricular, guided by the head. library, namely Mrs. Dona Vatriana.

Researchers found when making observations that the literacy activities carried out were students reading books independently and then writing them down. This is supervised by the literacy section in the class and then monitored by the library when the results of the literacy cards are collected. So that the literacy activities carried out are well controlled and supervised, therefore students cannot miss these literacy activities. This has an impact on students' interest in reading which continues to be honed to grow, even though at first it was forced.

Paying attention to this, it can be clearly seen that SMA Negeri 2 has fulfilled all the steps in the GLS program. First, in terms of increasing interest in reading, the 15 minute reading activity before learning, reading corners, and the role of a good library have been running smoothly for the past 6 years. There has been good participation from teachers and students to make this program a reality. The process of implementing literacy activities is in line with the results of observations made by researchers. Literacy activities take around 15 minutes. Students choose reading books that they like, then after reading students write down the results of their reading on literacy cards that have been provided by the library. In literacy activities, students read silently. Students read silently when literacy activities are almost 70 percent, others read by making a sound slowly. In literacy activities there are no reading aloud activities.

However, there are also several challenges in running this program, such as students' lack of awareness of how important reading is. Mr. Suko revealed that actually when discussing challenges, they are not only experienced in literacy programs, but in every activity undertaken. In the GLS program, a very clear challenge is that there are still some students who have minimal awareness of the importance of reading and do not care about the environment, for example, several written rules have been seen, but students are still breaking them. In assessing school quality reports, one of them is an assessment of school literacy which is a criterion for meeting the requirements to become a reference school in South Sumatra Province.

Then from the results of observations made by researchers regarding the explanation of the obstacles experienced by teachers. The first is time constraints, the time given for literacy activities is deemed inadequate. There is no awareness among all students to carry out literacy activities independently without supervision from the teacher. There are still students who are late so they do not

carry out literacy activities and there are also students who do not bring reading books so that literacy is only carried out by some students. Then the last thing is that there are still several parties, both students and teachers who are not yet familiar with this literacy activity.

Seeing this, in this case more efforts are needed for all parties, both from libraries, school literacy ambassadors, teachers and students to regularly disseminate information about how important literacy is in our lives. And for this reason, schools must have more innovation to develop students' interests related to literacy.

Based on the results of observations made by researchers, with the implementation of literacy activities, reading skills and writing skills as well as review writing skills improve. This is because in the habituation stage students have been accustomed to reading and students are starting to be trained to enter the development stage, namely by writing down what students read on literacy cards. Meanwhile, in relation to review writing skills, there has been an improvement, only because GLS has not yet entered the learning stage so students are not burdened with assignments.

According to Mr. Suko, if we want to add to the program, perhaps nothing has been planned at the moment, because usually the ones who have lots of ideas for competitions are the OSIS administrators, however, to the best of our ability, the school will maintain some of the activities that are already running as well as possible so that the school's quality report will appear. Our school still gets the blue color which means it has been successful, of course we will try to maintain this. And the school will always support the ideas given by students to develop this GLS program.

Literacy Activities outside School The introduction of literacy is extended outside the school environment, for example on car free days, Market Days, and other social activities in the form of exhibitions of literacy works, book exhibitions, opening mobile libraries, book reviews, literacy stages and so on where The principle of this activity is to establish cooperation between the school and the surrounding community in an effort to increase literacy awareness.

In this case, it can be seen that the school fully supports and gives more trust to the students, especially the student council administrators, to develop every activity and carry out the programs that have been planned. In my opinion, this is the main reason why SMA Negeri 2 received a reference school, because it has students with many achievements, and this has proven that the school gives students the freedom to choose things they like. So that it helps students to discover their interests and talents, and helps students to obtain satisfactory learning results, and helps students create self-confidence for students.

The Effectiveness of the School Literacy Movement (GLS) Program in Increasing Students' Interest in Reading at SMA Negeri 2 Lubuklinggau in Islamic Education Subjects

Habituation Stages

In the Habituation indicator, there is a 15 minute reading activity carried out before, between, or after class hours. In this case, Lubuklinggau Reference High School 2 carries out this activity before learning starts, what is meant is that every morning before class starts, students have to read a book for 15 minutes.

Mrs. Masyithoh, as PAI subject teacher in class For this reason, mother has 2 classes where the first hour is PAI, Tuesdays are in class XI IPA 3 and Fridays are in class in the form of a summary of what material is being studied.

Paying attention to the above shows that these two PAI teachers have different innovations and principles for carrying out these activities. And this is in accordance with what researchers have seen in observations on Thursday, July 11 2024 in class 11 IPS 5. All students carried out these activities, according to the directions given by the teacher.

From the results of interviews with two PAI teachers in class In the first week I will divide study groups consisting of several students, in the second week I will choose material that they have to read together, in the third week I will ask them to demonstrate or make a brief presentation of what they learned during the 15 minutes of reading before learning begins. , and in the fourth week, I asked them to re-read the material to prepare themselves for the daily test.

Mrs. Masyithoh said that: "The innovation I made was to give students the freedom to express and explain everything they read, apart from that, I also advised them to be more active in searching for information on social media regarding the material they were studying." Meanwhile, Mrs. Yuli Hartati stated that: "In my opinion, technology can be a very useful tool, there is a lot of PAI material and Islamic teachings available, such as on websites, TikTok applications, etc. which are related to PAI subjects."

This also proves that technology also has an important role in increasing students' reading interest in PAI subjects. As is currently being hotly discussed among students, namely their curiosity about the history of Islam and the stories of the prophets who currently often pass through the homepage of their TikTok application. Through cuts in several parts of animated videos that discuss or illustrate directly the stories of the prophets, it increases students' curiosity, so that they pay attention to the videos displayed on their TikTok home page.

Development Stages

Literacy activities at this stage aim to develop the ability to understand texts and relate them to personal experiences, think critically, and process communication skills creatively. This activity can be carried out through responding to the text of enrichment reading books and textbooks. At this stage, there are bills that are academic in nature (related to subjects).

Reading will be able to make us accustomed to memorizing words and their meanings, reading will make someone have more extensive knowledge if they read a lot. Based on the opinion above, it can be concluded that reading is a complex communication activity for the entire community, especially students. Reading has the aim of seeing, understanding the content or meaning of the written content so that you can gain understanding of the reading content.

Writing activities carried out by summarizing important things about the material being studied at that time really help students to understand the material after listening to the teacher's explanation. As well as helping students remember the material when taking the exam. This means that the writing activities that are part of the GLS program have succeeded in helping students understand the material.

According to the confessions of three students from different classes as

follows: Writing activities in PAI subjects help me to more easily understand and remember the learning material. Writing activities in PAI subjects can help us understand religious concepts well. Because by writing, we will force ourselves to reflect on ideas and concepts related to religion. This will lead us to a deeper understanding and more serious thinking about Islamic teachings. By learning more deeply about religion and followed by strengthening, understanding, self-reflection, preparing arguments by writing, and broadening one's horizons.

Paying attention to the answers from the three students, the writing activity carried out by summarizing important things about the material being studied at that time really helped students to understand the material after listening to the teacher's explanation. As well as helping students remember the material when taking the exam. This means that the writing activities that are part of the GLS program have succeeded in helping students understand the material. According to Siti, this writing activity is very helpful in understanding the material, because writing is an accurate learning method because it allows students to understand and comprehend concepts well. In contrast to Siti's opinion, Rico stated that this writing activity was not very helpful in remembering the material, because I would not understand if I just copied the material again. I have to listen more to the explanation while reading the material in the book so that I can easily understand the material.

With these two different opinions, it can be concluded that students not only want to take notes or write down the material being studied, but they also want an explanation regarding the material being studied so that they understand the material. It has been proven again that writing activities in the GLS program have a positive impact on students so that they always have ethics and good manners. As well as finding out what things are taught in Islam to apply in everyday life. Paying attention to the things expressed by students proves that this literacy does not only come from reading books, but can also come from internet technology which is currently popular among teenagers. So this method is an efficient way to apply among teenagers to increase their interest in reading.

In accordance with the results of observations that researchers carried out on July 15 2024, they saw that students were very active in asking PAI teachers about the stories of the prophets that they had seen through the TikTok application. Therefore, it can be concluded that technology also has an important role in increasing reading interest in class XI students at SMA Negeri 2 Rujuk Lubuklinggau.

Selection of School Literacy Ambassadors

The selection of School Literacy Ambassadors is one program to increase the success of school literacy programs. The school together with TLS created certain criteria for students who will be appointed as School Literacy Ambassadors. These criteria, for example based on the number of books borrowed and read during one semester by students, are proven by a synopsis. School Literacy Ambassadors are tasked with assisting schools in socializing and making literacy programs a success, both internally and externally.

On October 31 2024, SMA Negeri 2 Rujuk Lubuklinggau held an election for school literacy ambassadors which was packaged to commemorate Youth Pledge Day on October 28 2024. This activity was carried out by the OSIS

management in collaboration with the Journalism extracurricular. In this election, school literacy ambassadors were named Mibta Prana Alkhafis from class XII IPA 4 and Andhara Az Zahra from class XII IPS 3.

From the results of interviews conducted on July 18 2024, according to Mibta and Zahra, this literacy ambassador award will further motivate students to be more fond of reading, not only for PAI subjects, but also for all subjects. What they do as literacy ambassadors is provide education to students to be more fond of reading, writing and doing things related to literacy, and so far we have seen that students are always enthusiastic about listening to and listening to the education we provide regarding the GLS program implemented by the school.

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Not only PAI teachers but all teachers at SMA N 2 Lubuklinggau always support the activities held at school, because this has become a forum for students to develop their talents and abilities in various fields, this is proven by the teachers providing dispensation to each student. which has clear activities to develop students' potentials.

It can be seen from the routine activities carried out every morning, several teachers welcome the students at the gate by welcoming them back by shaking hands and giving 3S (smile, greeting, greeting) to the teacher, and this is also related to the religious aspect, namely about etiquette and manners. Mibta and Zahra as school literacy ambassadors admitted that they provide education by socializing the importance of reading, they also work directly to help the school fulfill the programs that must be implemented by the school as a school that implements the GLS program.

Seeing this, the school literacy ambassador has made efforts to support things related to increasing students' interest in reading in PAI subjects at SMA Negeri 2 Rujuk Lubuklinggau. And so far the entire series that has been made is actually not only for PAI subjects, but also increases students' reading interest in general knowledge and so on.

Literacy Festival

The literacy festival aims to inspire the younger generation to appreciate the meaning of differences, respect each other, share and have a strong mentality through literacy. This activity is carried out at school and national levels. National level activities are carried out by the Ministry of Education and Culture through the School Literacy Festival (FLS) program with a different theme every year. The forms of these activities include open literacy dialogues, collaborative literacy lectures, millennial volunteers, literacy book reviews and launches, presentations on good literacy practices, workshops, art performances, literacy exhibitions and various competitions related to literacy. Competitions that can be held include wall magazine competitions, digital magazines, literacy trees, reading corners, class libraries, poetry musicalization competitions, and integration demonstration competitions for the 6 basic literacies in the form of class or school projects.

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From the results of observations made by researchers, they found evidence that SMA Negeri 2 had carried out literacy festival activities involving student council administrators, literacy ambassadors, and all journalism extracurricular members to carry out the program activities. The literacy festival aims to inspire the younger generation to appreciate the meaning of differences, respect each other, share and have a strong mentality through literacy. This activity is carried out at school and national levels. National level activities are carried out by the Ministry of Education and Culture through the School Literacy Festival (FLS) program with a different theme every year. The forms of these activities include open literacy dialogues, collaborative literacy lectures, millennial volunteers, literacy book reviews and launches, presentations on good literacy practices, workshops, art performances, literacy exhibitions and various competitions related to literacy. Competitions that can be held are, for example, wall magazine competitions, digital magazines, literacy trees, reading corners, class libraries, poetry musicalization competitions, and integration demonstration competitions for the 6 basic literacies in the form of class or school projects with contextual themes such as environmental, technological or social themes.

Conclusion

From the results of research conducted at SMA Negeri 2 Rujuk Lubuklinggau which examined the "Effectiveness of the School Literacy Movement Program in Increasing Reading Interest in Class XI Students at SMA Negeri 2 Rujuk Lubuklinggau" it can be concluded as follows:

The implementation of the series of GLS programs carried out by the school has been very optimal so that it has obtained a good score on the school's education quality report card. This is also in accordance with what researchers found when conducting observations, where SMA Negeri 2 has succeeded in fulfilling a series of activities contained in the GLS program including: Reading 15 minutes before learning begins, writing activities, the existence of a reading corner in each class, and literacy exhibition. As well as things that support students' interests and talents, such as holding short story reading competitions and selecting school literacy ambassadors. As well as involving students in competitions held outside of school that are related to literacy.

The effectiveness of the GLS program is very influential in increasing students' reading interest in PAI subjects. With the 15 minute reading habit program and writing activities, it increases students' awareness of how important reading is. However, some students also expect explanations from the teacher to strengthen what the students have read. Students' interest in reading is also aroused by encouragement from technology which increases students' curiosity. The effectiveness of this program also has a positive effect on students' ethics and manners, by reading they become aware of Islamic teachings about ethics and manners so that they can immediately apply them in their daily lives. In this case, literacy ambassadors also play an active role in providing education to students about the importance of reading.

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