Challenges and Opportunities in the Implementation of School Literacy Movement at Senior High Schools in Bangka Belitung

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Abstrak

Penelitian ini bertujuan untuk melihat potret pelaksanaan implementasi Gerakan Literasi Sekolah (GLS) di Sekolah Menengah Atas (SMA) di Prov. Bangka Belitung. Penelitian menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek dalam penelitian ini adalah kepala sekolah, guru, pustakawan, serta beberapa siswa perwakilan kelas X sampai XII dari SMA/MA di Kab. Bangka Barat. Data dalam penelitian ini dikumpulkan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukan bahwa implementasi program GLS di SMA/MA di Kab. Bangka Barat masih belum optimal, yang terlihat dari tahap persiapan yang belum maksimal sehingga pelaksanaan program GLS ini belum maksimal. Penelitian ini juga menemukan bahwa masih ada beberapa hambatan yang ditemukan dalam implementasi GLS ini, seperti masih rendahnya minat baca siswa, keterbatasan sumber bacaan yang disediakan pihak sekolah, kurangnya waktu yang disediakan pihak sekolah untuk siswa membaca, serta inkonsistensi dalam pelaksanaan GLS ini. Disamping itu, peran orang tua siswa dalam menyukseskan program ini juga belum terlihat.

Kata Kunci: *Literasi, Gerakan Literasi Sekolah, Sekolah Menengah Atas*

Abstract

The purpose of this study was to examine the implementation of the School Literacy Movement (SLM) as well as its challenges in high schools in Bangka Belitung. The study combined a descriptive method with a qualitative approach. Principals, instructors, librarians, and a number of student representatives from grades X through XII from three schools in Kab. Bangka Barat were the subjects of this study. In order to gather data for this study, observation, interviews, and documentation were used. The study's findings demonstrated that the SLM program had not been executed at SMA/MA in Kab. Bangka Barat in the most effective way possible. This was evident from the inadequate preparatory phase, which prevented the SLM program from being implemented to its full potential. The implementation of this SLM remained hampered by a number of challenges, according to this study. These included students' low reading interest, the school's limited supply of reading materials, its lack of time to give students reading assignments, and its inconsistent application. Also, it had not been shown how important parents of students were to the success of this program.

Keyword: *Literacy, School Literacy Movement, Senior High Schools*

INTRODUCTION

Generally speaking, literacy is linked to the ability to read and write, which are crucial in modern life especially in the age of globalization and information technology advancements. In this

disruptive age, however, literacy is defined as the capacity to recognize, comprehend, interpret, create, communicate, compute, and use written and printed materials related to diverse contexts (Sari, 2022). It refers to a continuum of learning that helps people reach their objectives and grow in knowledge and potential by helping them make sense of the world around them in a wider communication context (Barza & von Suchodoletz, 2016; Bekker et al., 2015; Binkley et al., 2012; Ting, 2015). A survey by the National Reading Trust revealed that students possessing strong reading abilities are more likely to excel academically and have greater career opportunities (Clark & Teravainen-Goff, 2020). Having excellent literacy skills helps people develop critical thinking abilities, which are crucial for addressing the difficulties and complexities of today's workplace (Mayuni et al., 2020). For the younger generation, particularly high school students, this talent is extremely crucial since the students are preparing for the workforce or further study (Organization for Economic Cooperation and Development (OECD), 2024). For this reason, giving high school students the necessary reading skills is crucial for both their academic progress and for preparing them to contribute to society as engaged and productive members of society.

Acknowledging the importance of literacy for students, The Indonesian Ministry of Education and Culture (MoECRT) established the School Literacy Movement (SLM) initiative in 2015, as outlined in Ministerial Regulation No. 23/2015. This program strengthens the movement for ethical growths and emphasizes the direct involvement of schools, families, and communities in the movement. School Literacy Movement (SLM) regulates the mechanism for character formation of students, in which the students are encouraged to acquire essential 21st-century literacy skills in this nationwide curriculum, including scientific, financial, numerical, digital, cultural, and civic literacy in addition to reading and writing (Kemendikbud, 2017). This program involves a variety of activities involving all areas of the school to promote students' interest in reading and literacy skills (Sabarudin, 2018; Tryanasari et al., 2017). One of the the tasks assigned in this program is to spend fifteen minutes reading books other than school textbooks before the learning process begins.

Since its first implementation in 2016, SLM has attracted the attention of academics and researchers. Several studies have been undertaken in investigating the degree to which this program provides positive changes to students' literacy skills. Previous studies results indicate that SLM has increased students' literacy skills, particularly in reading (Agustin & Cahyono, 2017; Faradina, 2019; Kartikasari & Nuryasana, 2022; Kurniasih & Priyanti, 2023; Mayuni et al., 2020; Mulyaningtyas, 2019; Situmorang, 2022). For instance, a study by the Language Development Agency of the Ministry of Education and Culture in 2018 suggested that GLS has effectively improved students' reading skills and frequency by 30% in numerous schools that have effectively adopted the program (Budiarta, 2022). Similarly, Kurniasih and Priyanti (2023) concluded that students' interest in reading has improved by 40% as a result of the successful application of SLM in a number of Indonesian schools. Moreover, studies by Situmorang (2022), Kartikasari & Nuryasana (2022), and Miftahurrahmah et al. (2023) suggested that students show a more favorable attitude toward reading and are more likely to carry on their reading habits outside of the classroom after participating in literacy-related school activities.

Despite its positive benefits on students' literacy skills, the implementation of SLM has yet to yield the desired outcomes. According to an evaluation undertaken by the MoECRT's Assessment and Evaluation Center, students' literacy skills did not meet expectations, and no school in all 34 provinces attained the expected highest level (Kristiyaningrum & Ismanto, 2020). It was reported that the level of literacy skills among Indonesian students continues to be below the average score of the Program for International Student Assessment (PISA), whch is 359 of the average score of 476) (Organization for Economic Cooperation and Development (OECD), 2024). This result demonstrates that the deployment of SLM is not yet ideal due to a number of issues and impediments. Research shows that schools have not yet to accurately administer literacy programs, and literacy activities do not result in the establishment of a literacy culture (Nabilah & Hartati, 2024; Sinambela & Ahmad, 2021). Furthermore, the literacy program serves without proper planning, supporting facilities and infrastructure, or evaluation (Hastuti & Lestari, 2018) whereas the effectiveness of the literacy program is heavily reliant on school management and commitment to support it (Pamuji, 2021; Prasetia & Adlan, 2022; Wicaksono et al., 2020). For these reasons, an investigation about SLM needs to be continuously carried out.

Data from the Library and Archives Office of Bangka Belitung province show that students in this area continue to struggle to maintain their reading interest. It was reported that students' reading interest remained very low in 2022, at 49.26 percent, which was still far lower than the national goal of 65.7 percent (Hasanah, 2023). Then, The National Assessment, which assesses reading literacy, revealed that many students in Bangka Belitung continue to have low levels of reading literacy (Badan Standar Kurikulum dan Asesmen Pendidikan, 2024). This demonstrates that the need to improve students' reading abilities is high, and the government-initiated School Literacy Movement (SLM) has not been successfully implemented in schools in this province. As a result, the implementation of SLM in this province requires urgent attention, but surprisingly, research on the use of SLM in this region has been quite restricted. Although SLM has been in use for several years since its inception in 2015, few research has been conducted to investigate its implementation in this area. The first research was conducted by Purwadi et al. (2019), who discovered that, in general, primary schools in Pangkalpinang were less prepared to implement school literacy movements because the facilities and creative programs adopted were not appropriate for the conditions in their schools. Following that, Vitaloka et al. (2020) discovered that SLM had a considerable impact on students' reading habits at an elementary school in Bangka Tengah, but no additional research was conducted on this topic. Meanwhile, research about the implementation of SLM in high schools in Bangka Belitung was not found.

Based on the above situation, the researchers planned to undertake a study on the prospects and obstacles of implementing SLM in high schools in Bangka Belitung, particularly Kab. Bangka Barat. The reasons underlying this study were (a) the issue of students' literacy in high schools, which is considered important by the state to be concerned with being boosted through various programs, one of which is the SLM; (b) scientifically reviewing government programs related to literacy is considered to be part of an urgent scientific evaluation process to improve the implementation of the program in the future; and (c) there was no research on the implementation of SLM at the high school level in Bangka Belitung. The current study sought to uncover both the implementation and challenges associated with SLM in high schools in Kab, Bangka Barat. The outcomes of this study could be used as a reference for implementing literacy culture policies in a particular location.

RESEARCH METHODS

This study utilized a qualitative research type with a descriptive method. The focus of this study was to see the implementation of the School Literacy Movement (SLM) program in SMA/MA and its challenges. This study was conducted in three SMA/MA in West Bangka Regency, namely SMA Negeri 1 Kelapa, SMA Negeri 1 Jebus, and MAN 1 Muntok. These three schools were chosen as research locations for they were representatives of each sub-district in Kab. Bangka Barat. In addition, the researcher chose two Senior High Schools (SMA) and one Madrasah Aliyah (MA) as the representatives of the Ministry of Education and Culture (MoECRT) and Culture and the Ministry of Religion Affairs (MoRA).

This study involved the principals, the librarians, a number of teachers, and students, representing the three schools, who were chosen randomly as the research subjects for this study. Subsequently, the SLM Guideline for Senior High Schools, which was released by the Ministry of Education and Culture (MoECRT) (Hartati et al., 2019), served as the basis for the compilation of the interview guides and observation sheets that were used in this study. In order to learn more about the SLM program's implementation in the senior high schools and Islamic senior high schools in the West Bangka Regency, interviews were performed. Then, non-participatory observation techniques were employed to observe what the data sources did and what they saw. Additionally, documentation was done in order to gather evidence to support the conclusions drawn from the observations and interviews. The process of data analysis referred to the Miles and Huberman analysis model (Miles et al., 2014), which included data reduction, data presentation, and data verification or drawing conclusions. The steps of data analysis can be seen in Figure 1.
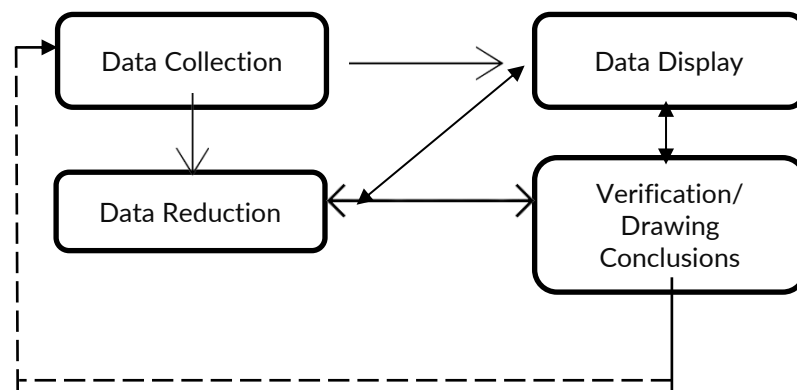
Figure 1. Analysis Model of Miles dan Huberman (2014)

RESULTS AND DISCUSSION

The purpose of this study was to discover the opportunities and challenges in the implementation of School Literacy Movement (SLM) at SMA/MA in Kab. Bangka Barat. The findings of this study are explained in terms of the stages of SLM for SMA as specified in the Guidelines for the School Literacy Movement for Senior High School issued by the Ministry of Education and Culture (MoECRT) (Hartati et al., 2019). The study will also provide an explanation of the findings pertaining to the challenges encountered during the GLS implementation process.

Implementation of the School Literacy Movement (SLM) in Senior High Schools (SMA) in Kab. Bangka Barat

The present study examined the implementation of the School Literacy Movement (SLM) at the senior high schools (SMA/MA) in Kab. Banga Barat following the stages of SLM implementation listed in the SLM Guidelines for Senior High Schools, namely the preparation and implementation stages (Hartati et al., 2019). The research findings about the implementation of SLM at senior high schools in Kab. Bangka Barat are described below.

Preparation Stage

In any program, preparation is essential since a well-planned preparation is the foundation of a well-executed program. As stated in the Guidelines of SLM for Senior High School, several activities need to be executed in preparing the SLM including coordination meetings, establishing school literacy team, literacy socialization, and preparing the supporting facilities and infrastructure. Related to this, data in this study demonstrate that activities at the preparation stage carried out by the three schools included (a) regular coordination meetings, (b) literacy socialization, and (c) preparation of supporting facilities and infrastructure. Subsequently, out of the three schools chosen as research subjects, only one school, SMAN 1 Kelapa, had established a School Literacy Team (SLT) with the specific goal of promoting literacy initiatives inside the institution. In general, findings related to the preparation stage of SLM in this study is displayed in Table 1.

Table 1. The Preparation Stage SLM at SMA/MA in Kab. Bangka Barat

No.	Types of Activities	SMAN 1 Kelapa	SMAN 1 Jebus	MAN 1 Muntok
1.	Coordination meetings	Yes	Yes	Yes
2.	Establishing literacy team	Yes	No	No
3.	Literacy socialization	Yes	Yes	Yes
4.	Preparing supporting facilities and infrastructure	Yes	Yes	Yes

Table 1 illustrates that the majority of the directed activities at the preparation stage were carried out by the schools as the first step in establishing the SLM program, beginning with regular

coordination meetings, literacy socialization, and facility and infrastructure preparation. However, Table 1 shows that only SMAN 1 Kelapa has established a literacy team at this point. Establishing a literacy team became a critical step in the implementation of SLM since it was in charge of designing, implementing, and assessing various literacy activities in the school setting, allowing literacy programs to be better coordinated (Kartikasari & Nuryasana, 2022).

Furthermore, the results of interviews with the school principles concluded that the schools did regular coordination meetings for at least once a month to plan the work program and to ensure that all staff members understand literacy standards. It was acknowledged that the principal collaborated with educators and librarians to plan the schedule and format of activities for executing SLM. In addition, the schools also conducted socializing activities in order to ensure they were ready to apply SLM. The meetings between the school administration and other staff members, including teachers, librarians, and other education personnel, provided insights into the literacy socialization initiatives currently in place. These meetings allowed all parties involved to learn more about each other's roles and contributions in fostering a culture of literacy within the school.

Furthermore, the socialization of the SLM program has primarily been conducted internally in the context of schools. The findings of interviews with the school principals, teachers, librarians, and students made this clear. They said that up until now, the school had only conducted socialization within the institution. However, the students had not been fully impacted by this internal socialization process. Several students who were interviewed regarding the SLM program stated this. Most students admitted that they had little to no understanding of what SLM was.

> *"Kurang tau kalau yang dicanangkan dari kemendikbud, tapi di SMA ini sering diadakannya program yang namanya literasi sebelum masuk kedalam kelas."* (Student 1)
> *"Saya kurang tau kak. tapi tau ada program literasi di sekolah."* (Student 2)
> (Students from SMAN 1 Jebus)

> *"Saya belum pernah dengar."* (Student 1)
> *"Sudah tahu, tapi tidak terlalu memahami."* (Student 2)
> (Student from MAN 1 Muntok)

> *"Kalau GLS yang dari Kemendikbudnya kurang tau kak, cuman kalau dari sekolah emang ada gerakan literasi seperti membaca sebelum belajar, tiap minggu ada jadwal untuk ke perpustakaan, yang gitu-gitu."*
> (Student from SMAN 1 Kelapa)

It was added by the principals that the literacy socialization had not yet involved parents, other organizations, or people who lived close to the school. Additionally, the principals disclosed that the lack of parental involvement in the GLS program could be attributed to their lack of involvement in both its execution and the community at large. Stated otherwise, up until now, the socialization process of the SLM program at SMA/MA in Kab. Bangka Barat had only been conducted inside the walls of the school; no other parties seen to be prepared to contribute to the success of the SLM program had been involved.

In addition, the school had also set up infrastructure and supporting facilities, like a library, reading corners in every classroom, and readily available reading materials for the students in order to ensure the success of this program. These were all equally significant. Based on the reports given by the librarians from the three schools, they periodically upgraded the library's services to make students feel more comfortable and at ease when they visit the library. One approach was to keep the library's book collection up to date so that students have access to new reading material. The One Book One Student program was the program administered at SMAN 1 Kelapa to provide adequate reading sources for students. In this program, students were required to donate one book to the school library before graduation. Concurrently, at MAN 1 Muntok, a library association made up of ten to thirteen students worked with librarians to improve the library's resources, including promoting the library's vision and mission as well as its motto. Furthermore, based on the admission of the school librarian, it was discovered that the school had expanded its collection of books by

adding different kinds of novels and short tales in an effort to pique students' interest in reading. Then, SMAN 1 Jebus works in partnership with other schools to exchange book collections.

Additionally, the three schools also provided a reading corner in each classroom and the school area to encourage and stimulate students' reading interest; this was based on observations and interviews with the administrator, the librarian, and a number of students.

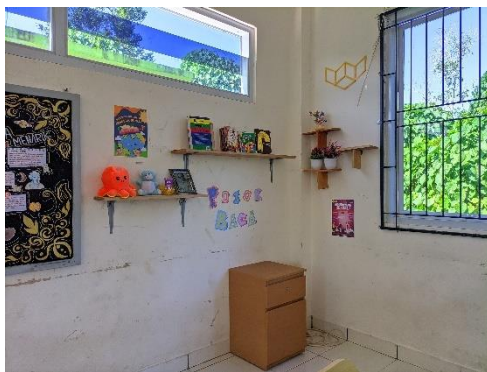**Figure 2.** Literacy Corner at SMAN 1 Jebus

Figure 3. Reading Corner at MAN 1 Muntok Kelapa   **Figure 4.** Reading Corner at SMAN 1

Implementation Stage

The central phase of a program is the implementation phase. In this case, the implementation of SLM in senior high school refers to the five primary principles of Strengthening Character Education along with the 21st century abilities including critical thinking, creativity, communication, and teamwork. The three closely related activities of habituation, development, and learning comprise the execution of SLM, according to the Guidelines of SLM for senior high school. The following description provides an explanation of the research findings about the application of GLS in SMA/MA in Kab. Bangka Barat.

Habituation

Based on the study's results, a 15-minute reading exercise at the beginning of the teaching and learning process was one of the habituation activities used to encourage students' interest in reading. Students were asked to read a free text outside of their course material for this assignment, and they were to summarize and report what they had read. That being said, this fifteen-minute reading session was not performed every day. SMAN 1 Jebus and MAN 1 Muntok, two of the three schools participating in this study, only conducted this exercise once a week (every Friday), and one of them conducted this 15-minute reading activity just once a month.

Concurrently, SMAN 1 Kelapa conducted the fifteen-minute reading twice a week: on one day, students read a text related to the assigned topic, and on another, they read a holy book supervised by their respective religion teachers. In addition, the Vice Principal for Curriculum admitted that the school had encouraged students to read fifteen books over the course of their three years at school. Sadly, not everything had gone according to plan with these attempts.

The overall goals of this habituation exercise were to increase students' self-confidence, discipline, and responsibility while also encouraging their interest in reading. It was expected of the students to be open to asking questions or responding to their friends' stories. It was found that while some students still needed assistance to concentrate on their reading, most students participated fully in the literacy skills in this session.

Development

Based on the findings of the observations and interviews, the school engaged in a variety of programs aimed at enhancing the reading abilities of its students. Writing-related activities were the first category of activities. This writing exercise appeared in a variety of forms. Following their 15-minute reading session during the habituation stage, students were first required to write a summary or reading report of the content they read. Second, during the second semester, students in grade XII in particular are required to write an essay within three months. As stated in the following interview sample, these two activities were found at two schools: SMAN 1 Jebus and SMAN 1 Kelapa.

"Disini kita ada program membaca 15 menit sebelum memulai pembelajaran, terus ada membuat sinopis dari bacaan yang mereka baca, contohnya baik itu buku fiksi ataupun nonfiksi, itu nanti dari suau bacaan itu mereka harus buat sinopsisnya."

"Kemudian kita juga ada program menulis esai untuk siswa kelas 12."

(Library Supervisor at SMAN 1 Jebus)

"Jadi untuk hari selasa itu mereka membaca selama 15 menit bacaan dari buku atau sumber lain dari tema yang ditentukan. Anak-anak mencari bahan bacaan bisa dari HP, bisa juga dari koran, kemudian nanti ditulis rangkumannya dan ditempel di pojok baca mereka."

"Kemudian ada lagi literasi untuk kelas 12, itu setiap semester 2, setiap semester 2 itu mereka membuat karya esai, judulnya bebas. Cuma kami tentukan jumlah halamannya, 7 sampai 12 halaman. Yang dibimbing oleh guru-guru yang terkait dalam GLS, Gerakan Literasi Sekolah."

(Head of Library at SMAN 1 Kelapa)

The excerpt from the interview indicates the schools' dedication to help students become more proficient readers. Regretfully, MAN 1 Muntok had not yet adopted this writing exercise. Subsequently, it was discovered from the transcript of the interview with the SMAN 1 Jebus library supervisor that the school participated in a School Writing Book Movement, which encouraged students to create a piece of writing, be it a poem or a short story, under the guidance of their teacher. This work's output would eventually be released as an anthology book. In order to ensure the program's success, the school also worked with outside organizations to offer online writing instruction. The following is the explanation from the library supervisor at SMAN 1 Jebus.

"Jadi gerakan sekolah menulis buku ini melibatkan siswa atau guru guru untuk menerbitkan sebuah karya, jadi untuk beberapa tahun ini sudah pernah diikuti dari tahun 2022,2023, hingga sekarang 2024 yaitu guru beserta dengan siswa membuat buku dan bukunya sudah jadi. Diantaranya ada antologi cerpen dengan judul "A Bunch of Strawberries" lalu ada antologi puisi kami namakan on cloude nine, lalu ada antologi esay sekarang lagi jalan gitu. Kemudian kita juga bekerja sama dengan Nyalanesia untuk meng-guide siswa dalam menulis"

(Library Supervisor at SMAN 1 Jebus)

Figure 5. Book of Student Works of SMAN 1 Jebusat SMAN 1 Kelapa

Awarding students based on the school's literacy program category was another activity at this development stage. First, students who consistently visited the library and read the most books were awarded prizes by the school. Based on the outcomes of interviews with the student representatives of MAN 1 Muntok and the vice principal for curriculum of SMAN 1 Jebus, this conclusion was reached. They claimed that the purpose of this prize was to encourage students' interest in reading and to encourage them to visit the library often. Students would be more inclined to read as a result of this award because the school would be rewarding their achievements with prizes. In the meantime, SMAN 1 Kelapa presented prizes for the best reading corner created by students in each class.

A literacy competition was the third development activity identified in this study. Its goal was to use literacy to encourage students to accept one another, share, understand the value of differences, and have a strong attitude. According to this report, MAN 1 Muntok was the only school to have held this literacy competition. A wall magazine-making competition was the kind of competition that took place in between classes.

Figure 6. Wall magazines designed by students at MAN 1 Muntok

According to the summary of the research findings above, SMA/MA in West Bangka Regency has not carried out a number of development initiatives, such as choosing school literacy ambassadors. According to the findings of the interviews, the school did not designate these students as literacy ambassadors who could have facilitated socialization and contributed to the success of SLM; instead, it awarded prizes exclusively to the students who checked out and read the greatest number of books.

Learning

The learning activity, which integrates the six basic literacies—reading and writing, digital, numeracy, financial, scientific, and culture and citizenship—is the last stage in the SLM implementation process. Data on the learning activity were gathered by observing how learning is conducted in schools. The table below, Table 2, displays the outcomes of this exercise.

Table 2. Obeservation Results of Literacy Strategies in Implemented Learning at SMA/MA in Kab. Bangka Barat

No.	Indicators	SMAN 1 Kelapa	SMAN 1 Jebus	MAN 1 Muntok
A.	**Literacy Strategies in Learning**			
1.	Before reading			
	a. Identifying reading purposes	Yes	Yes	Yes
	b. Making prediction	Yes	Yes	Yes
2.	Whilst reading			
	a. Identifying relevant informastion	Yes	Yes	Yes
	b. Identifying new vocabulary, keywords, and/or difficult words in text	Yes	No	No
	c. Identifying challenging parts of the text (if any) and/or rereading them	No	No	No
	d. Visualizing and/or thinking aloud (a strategy of verbalizing what is in your mind when trying to understand a reading, solving a problem, or trying to answer a question)	Yes	No	No
	e. Making inferences (temporary conclusions based on information implied in the text)	Yes	Yes	Yes
	f. Creating questions about the contents of the text and things related to the topic (can use sources outside the text or enrichment books)	Yes	Yes	Yes
	g. Making connections between texts	No	No	No
3.	After reading			
	a. Writing a summary and/or outline (summarize the content, identify the main idea, retell, synthesize, ask questions about the content, etc.)	Yes	Yes	Yes
	b. Evaluating texts	No	No	No
	c. Changing from one modal to another (modal: how or in what way the message is conveyed)	No	No	No
	d. Selecting, combining, and/or producing multimodal texts	No	No	No
	e. Communicating a specific concept	No	No	No

As shown in Table 2, there are a number of signs indicating the learning process in SMA/MA in Kab. Bangka Barat does not incorporate various literacy strategies. A number of literacy methods

that have not been used during the learning process are seen in Table 1: (a) recognizing new vocabulary or challenging terms in the text. (b) detecting challenging passages in the text (if any) and/or reading them again; (c) drawing connections between texts; (d) assessing texts; (e) switching between modalities (modalities: the ways in which the message is expressed); (f) choosing, combining, and/or creating multimodal texts; and (g) conveying specific concepts.

The primary goal of SLM is to make students love reading. Thus, any activities planned in the implementation of SLM should boost students' reading interest rather than just provide students many monotonous tasks (Ardian, 2017; Argina et al., 2017; Regulation of the Minister of Education and Culture No.23 of 2015 Concerning the Growth of Character (in Indonesian), 2015; Yuliyanti et al., 2018). Therefore, the schools need to organize and prepare the program thoroughly in order to attain this goal. This is why the preparation stage is so important in the School Literacy Movement (SLM), as it influences the overall success of program implementation (Meita & Herowati, 2020; Mirsa & Nasiwan, 2022). This preparatory stage describes the school's commitment and readiness to successfully implement the SLM program. Related to this, findings in this study show that the schools included in this study have made several preparations as the initial stage for the SLM program, although its implementation has not been entirely completed due to the lack of the schools' commitment. As a result, the implementation of SLM in the senior high school in Kab. Bangka Barat was not yet optimal. This study discovered that only one of the three schools, SMAN 1 Kelapa, formed a school literacy team during the preparation stage, while the other two just held coordination meetings, socializing activities, and invested supporting facilities and infrastructure. In fact, forming a literacy team was an essential step in the implementation of SLM because it was in charge of creating, implementing, and evaluating various literacy activities in the school context, allowing literacy programs to be better coordinated (Kartikasari & Nuryasana, 2022).

Furthermore, data from this study revealed that, in general, the school has implemented a variety of literacy activities as an actual illustration of the implementation of this SLM program, such as conducting reading activities for 15 minutes at the beginning of learning, writing reading summaries, and so on. However, in general, the implementation of SLM in high schools in Kab. Bangka Barat has been considered unsatisfactory. This result is similar to findings of other studies, which indicate that the implementation of SLM in schools is still not optimum, both at the elementary and high school levels (Kartikasari & Nuryasana, 2022; Mayuni et al., 2020; Nabilah & Hartati, 2024; Silvia & Djuanda, 2017). One of the reasons is because the socialization process of SLM at senior high schools in Kab. Bangka Barat was not effectively conducted, especially to parents and the community. This study reported that none of the schools did the socialization to parents and the community although they knew it was an important part. As stated by Ratnawita et al. (2022), the success of SLM solely depends on students' motivation, the schools' dedication and commitment, and the role of parents and the community. In line with this, Kartikasari & Nuryasana (2022) noted that the success of SLM is dependent on the school's, particularly the principal's, dedication to implementing this program.

Challenges in Implementing GLS in Senior High Schools in West Bangka Regency

The SLM program executed in SMA/MA in Kab. Bangka Barat was hypothesized to not have been properly optimized based on the study's findings. The school encountered several impediments or difficulties throughout the implementation phase, which is why this occurred. Based on the observations and interviews that were done for this study, schools encountered a number of challenges or problems when putting this program into practice. The challenges included factors from the students, facilities provided by schools, and some others. Some challenges were interrelated.

The first challenge, which was also the main problem in implementing SLM was students' lack of enthusiasm in reading. This occured as a result of a large number of students not realizing the significance of literacy skills for their future. School-initiated literacy programs became less successful because of this low awareness. As stated by Martin (2021) and Shehzad et al. (2020), to achieve the success of literacy programs, reading is a cultural habit. Numerous reading exercises in the classroom will help students become more proficient readers, increase their reading volume, and develop their reading endurance (long reading). Hence, to ensure that students were highly

motivated to participate in literacy activities, efforts to increase literacy must be supported by imparting values about the significance of reading and literacy for the future (Argina et al., 2017; Huda, 2017; Regulation of the Minister of Education and Culture No.23 of 2015 Concerning the Growth of Character (in Indonesian), 2015; Yuliyanti et al., 2018). Thus, it is very important for teachers to provide various reading materials and create a comfortable reading angle by providing decoration to attract the attention of students. As mentioned by Rofi'uddin and Hermintoyo (2017) , the more attractive and interesting the reading corner, the higher the students' reading interest.

One trigger that was found to contribute to this problem, based on this study, was the lack of socialization to the students. It was stated previously that most schools did not put emphasis on students' understanding about this program. Data showed that the students did not really understand the importance of literacy skills and they were not informed about the SLM program suggested by the government. At the same time, parents were not involved, even did not know, about this program, which implied that the socialization of SLM did not reach the parents and other communities outside schools. In fact, the involvement of parents and the community became an important component in the success of SLM (Mayuni et al., 2020; Rohman, 2017). As a result, there was no follow up activity at home. The students' reading habits was only shaped at school without any assistance from parents when they were at home. Meanwhile, reading activities will become a habit since childhood if it is brought up by parents (Kartikasari & Nuryasana, 2022; Mayuni et al., 2020; Ratnawita et al., 2022).

Additionally, restrictions on the reading materials provided to and accessible to students was the next challenged faced by SMA/MA in Kab. Bangka Barat. Specifically, results of the interview reveled that there was still a dearth of fictional reading materials like novels, tale books, and magazines. Actually, students find this kind of reading to be quite appealing, and it frequently piques their interest in going to the library. This condition could be a serious challenge for the success of SLM since a wide range of reading materials was necessary to keep students' interest in reading at a high level. The result of this study is supported by several studies' results finding that one of the challenges to the SLM program's success is the availability of reading books or library resources (Faradina, 2019; Hidayat et al., 2018; Huda, 2017; Silvia & Djuanda, 2017). The findings of this study's observations and interviews also revealed that, while schools typically offered 15 minutes of reading time at the start of class, many students believe that this amount of time is insufficient. They claimed that the reading session ended when they find the material engaging and began to enjoy it. Due to this restriction, students were unable to completely appreciate and benefit from the reading process, which lessened the beneficial benefits of literacy exercises.

The inconsistent implementation of the SLM program in schools was the last problem that this study identified. Participants in the study reported that scheduled literacy activities were not always completed on time. Students were left perplexed as these activities were implemented intermittently and occasionally not at all. The SLM program was less effective as a result of this unpredictability since students require a regular schedule in order for literacy to become ingrained in their habits. As mentioned earlier, the effectiveness of the literacy program is heavily reliant on school management and commitment to support it (Pamuji, 2021; Prasetia & Adlan, 2022; Wicaksono et al., 2020). Furthermore, Ratnawita et al. (2022) and Kartikasari & Nuryasana (2022), the success of SLM solely depends on students' motivation, the schools' dedication and commitment, and the role of parents and the community.

The study's findings suggested that even though SLM had been put into practice in SMA/MA in Kab. Bangka Barat, there were still a number of challenges to be solved. The success of this literacy movement was influenced by a number of issues, including low interest in reading, a lack of engaging reading material, a lack of reading time, and inconsistent program execution. In order to meet the goals of SLM of enhancing students' literacy levels, efforts to get beyond these challenges must be made methodically and consistently.

CONCLUSIONS

Based on the study's findings, it was suggested that the SLM program had not been executed as well as it could have been in SMA/MA in Kab. Bangka Barat. All school members had not yet been reached by the program's internal socialization, which was limited during the planning phase.

Secondly, only one of the three study-focused schools had established a school literacy team expressly to spearhead the effort to promote literacy in the classroom. Additionally, there were still not enough facilities or infrastructure available, particularly when it came to the student reading materials. It can be said that the school has done everything within its power to ensure the smooth operation of the GLS program during the implementation stage. Nevertheless, a number of implementation-related issues or impediments were still discovered, which prevented this application from operating at its best.

The results make it quite evident that secondary schools have not properly and completely implemented GLS. Because there is no frequent evaluation of how this activity is being carried out, the program is not implemented as successfully as it could be. As a result, this study recommends that school administrators reconsider every program design that has been put into place thus far. In order for what has been planned to be carried out effectively, schools must make sure that implementers, including teachers and librarians, coordinate with school stakeholders and have a thorough understanding of how this SLM program is to be executed. In order to identify the program's advantages and disadvantages and to address any issues that may have arisen during implementation, the school must also routinely carry out assessments pertaining to the application of SLM. Next, on a larger scale, the government, in this example Kab. Bangka Barat's Education Office, must conduct an evaluation of the activity's efficacy. More efforts and realistic strategies are needed to improve literacy in Kab. Bangka Barat in light of its complex demographic and geographic issues.

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