CHAPTER 1
INTRODUCTION

1.1 Background of the Study

In the last 5 years, the case of reading interest in Indonesia is very low. Based on a survey conducted by the Program for International Students Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) in 2019, Indonesia was ranked 62nd out of 70 countries, or one of the bottom 10 countries with low literacy rates (Kemenko PMK, 2021). This problem has been observed in various studies, which reveal that many Indonesian students lack motivation and enthusiasm to read. According to the Programme for International Students Assessment (PISA) 2018, Indonesia ranks second-to-last out of 79 countries in terms of reading ability. The study showed that Indonesian students had lower average reading scores than the International PISA average for reading, indicatinga low level of reading interest. Furthermore, the results of PISA in 2022, decreased by an average of 18 points, while Indonesia's score decreased by 12 points where Indonesia decreased in the low category compared to other countries. Therefore, there needs to be follow-up action to overcome these problems in order to improve the intellectual quality of society, especially students.

Seeing these conditions, the Indonesian Ministry of Education and Culture (Kemendikbud) launched a reading movement in the forum *"Gerakan Literasi Sekolah"* (SLM/SLM), which involves all stakeholders in the field of Education. Ministerial Regulation Number 23 of 2013 aims to assist students in improving the culture of reading and writing in the school environment and outside school (Indonesian Ministry of Education and Culture, 2013). The policy implemented by the government has a vision to foster reading habits in schools through the activities of the *"Gerakan Literasi Sekolah"* (GLS/SLM). However, there are still many views that the implementation of the School Literacy program cannot be said to be successful because some schools do not have adequate facilities and infrastructure (Harahap et al, 2017). It can be concluded that the aim of this program is to foster

students' reading interest so that they can improve their reading comprehension and increase students' knowledge better.

As for previous research on SLM programs, with the title of the article *Gerakan Literasi Sekolah sebagai Solusi Peningkatan Minat Baca Pada Anak Sekolah Dasar* which concludes that in the aspect of its application, SLM must be oriented to the main lessons of the school followed by the interests or interests of the students themselves. So this activity will provide a psychological boost to students' interest in reading at school (Dermawan et al., 2023). Then the article entitled *Upaya Peningkatan Minat Literasi Siswa melalui Kegiatan Ekstrakurikuler Tuntas Baca di SMP Swasta IRA Medan*, this paper concludes that increasing literacy simultaneously must be supported by teachers by guiding each students in knowing and understanding what and how should be the priority of reading materials, so that literacy is not only a reading activity but also as an absorption of knowledge (Ulfa et al., 2023).

There are several different ways schools implement SLM programs. As was done by one of the public junior high schools in Tasikmalaya City which has implemented the SLM program since 2016, since the Government began instructing SLM programs at all levels of education from elementary to high school level. Based on the Literacy Movement program that has been implemented by one of the junior high schools in Tasikmalaya City, the researchers chose the school to conduct research, because the school has implemented a literacy program with various programs that have been formed, namely in the form of a school development program that is applied as a forum to develop students interest, one of which is in the field of literacy in the field of literacy besides that the school has also apply literacy for more than 5 years. Research on the School Literacy Movement is still very rare, this makes researchers very interested in exploring data on the implementation of the School Literacy Movement in these schools, especially those related to improving students reading.

1.2 Formulation of the Problem

This research focused on describing "How is the Implementation of SLM at one of junior high schools in Tasikmalaya?"

1.3 Operational Definitions

1.3.1 School Literacy Movement	School Literacy Movement is a participatory program or activity involving school residents (Students, teachers, principals, education personnel, school supervisors, school committees, parents, academics, publishers, mass media, community leaders, alumni with the aim of creating literate school citizens. Activities in SLM include 30 minutes of reading, Develop a School Literacy Climate, oral and writing response to the contents of the reading, developing social and affective environment, strategies for understanding texts on subject, literacy team, and public engagement.
1.3.2 Students Reading Interest	Activities carried out by students with great diligence and enthusiasm towards reading activities because these activities are fun and provide important values to the students themselves.

1.4 Aim of the Research

This study focuses on the implementation of the SLM program in the development of students' reading interest.

1.5 Significance of the Study

1.5.1 Theoretical Uses

This research may make a new contribution to the theoretical understanding of the relationship between literacy application and increased students reading interest. Through its findings and analysis, this research can

enrich the existing theoretical framework and provide a deeper understanding of the factors that influence students' reading interest.

1.5.2 Practical Uses

1. Teaching guidelines and strategies: This research can provide practical guidance and strategies for teachers and educators in designing and implementing effective literacy activities. Research findings can be used to develop interesting teaching methods, present interesting reading materials, or design literacy programs that can effectively increase students' reading interest.

2. Curriculum development: This research can provide valuable input in curriculum development that pays attention to the importance of students' literacy and reading interest. Research findings can be used to integrate relevant literacy components into the school curriculum, thus supporting increased students reading interest.

1.5.3 Empirical Uses

This study can provide empirical evidence regarding the relationship between the application of literacy and increased reading interest of students. By collecting and analyzing empirical data, this research can provide validation and support for existing theoretical claims, as well as identify factors that empirically influence students' reading interest. This study can provide evidence and justification for the importance of applying literacy to increase students' reading interest. Research findings can be used as a basis for making decisions and influencing education policy in terms of improving students' literacy and reading interest.