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The Role of Teachers in Improving Student Literacy Through the Singo Mbois Program at Junior High School 27 Malang

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Abstract: This study aims to analyze the role of teachers in improving students' literacy through the *Singo Mbois* Program at SMPN 27 Malang City and to identify the supporting and inhibiting factors encountered in its implementation. This study employed a descriptive qualitative approach. The subjects of the research consisted of teachers, students, and school authorities selected through purposive sampling. Data collection techniques were conducted through observation, interviews, and documentation, which were then analyzed using the interactive analysis model of Miles, Huberman, and Saldaña (data reduction, data display, and conclusion drawing). The results showed that teachers play a strategic role as facilitators, motivators, mentors, and drivers of literacy culture through reading habits, group discussions, specialized guidance, and the integration of literacy activities into the learning process. The *Singo Mbois* Program has proven to have a positive impact on increasing reading interest, information comprehension, critical thinking skills, and students' confidence in communicating. Supporting factors for the program include school commitment, active teacher involvement, and student enthusiasm. Meanwhile, inhibiting factors consist of variations in students' reading interest and ability, limited implementation time, and a lack of diversity in reading sources. This study concludes that continuous collaboration and innovation are highly needed for the *Singo Mbois* Program to develop into a contextual and effective school culture.

Keywords: school literacy movement; *singo mbois* program; student literacy; teacher's role

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Introduction

Literacy is one of the essential core competencies in education because it serves as the foundation for students to understand information, develop knowledge, and enhance critical thinking and communication skills. In the context of learning, literacy is not limited to the ability to read and write but also encompasses the ability to understand, interpret, and effectively utilize information in daily life. Therefore, schools play a crucial role in fostering a culture of literacy through the sustained implementation of the School Literacy Movement (GLS). Various studies indicate that the implementation of GLS can enhance students' interest in reading, reading skills, and literacy competencies (Lestari et al., 2023).

The importance of strengthening literacy in schools is also supported by

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various studies on the implementation of the School Literacy Movement (GLS), which emphasize the habit formation, development, and learning of literacy as part of the school ecosystem. School literacy is viewed as a collective effort involving school principals, teachers, students, parents, and the community in creating a literacy-rich learning environment. Thus, the success of literacy depends not only on reading programs but also on the support of the entire school community and the provision of an environment that fosters literacy activities. Furthermore, the implementation of the GLS needs to be integrated into the learning process so that literacy develops into a culture deeply embedded in school life (Dwi Aryani & Purnomo, 2023).

However, in practice, many schools still face challenges in fostering students' interest in reading and literacy habits. Some students are not yet accustomed to reading independently, lack enthusiasm for participating in literacy activities, and tend to view literacy as an extracurricular activity rather than a learning necessity. On the other hand, the implementation of literacy activities often encounters obstacles such as time constraints, a lack of variety in activities, suboptimal reading resources, and uneven involvement of the entire school community. These conditions indicate that efforts to strengthen literacy require innovations that are contextual, engaging, and tailored to the characteristics of the students. A number of studies also indicate that school-based literacy activities can increase students' interest in reading when implemented consistently with the involvement of both teachers and students, and supported by a conducive environment (Ria Rezki Syahputri1*, Siti Quratul Ain2 1, 2023).

In efforts to improve student literacy, teachers play a highly strategic role because they are the ones who interact directly with students during the learning process. Teachers do not merely serve as conveyors of material but also as facilitators, motivators, mentors, and drivers of a culture of literacy in schools. Through various learning strategies, motivational techniques, the provision of reading materials, and the creation of a supportive learning environment, teachers can help enhance students' interest in and literacy skills.

Implementing literacy activities in schools also requires active teacher involvement so that these activities do not merely become routine but are integrated into the learning process. Teachers can fulfill their role in literacy activities by modeling reading, guiding students in understanding texts, providing engaging literacy activities, and creating a learning atmosphere that supports the development of students' literacy skills (Rasmi, 2022).

To address these challenges, schools need to offer literacy activities that are not merely routine but also innovative and closely aligned with the students' environment. One innovation developed at SMPN 27 in Malang City is the *Singo Mbois* Program, a school initiative designed to improve student literacy through more structured and meaningful activities. The Student Basic Literacy Based Graphology System (*Singo Mbois*) is a digital platform that utilizes handwriting analysis to dissect students' personalities and emotional barriers. The graphology method adopted by *Singo Mbois* views

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handwriting not merely as a motor skill, but as a reflection of brain activity or "*brain writing*." Through handwriting patterns, the school can gain an initial understanding of students' self-confidence levels, attention to detail, thought patterns, and tendencies toward anxiety or other psychological barriers. This program embodies the school's creativity in building a culture of literacy that is inseparable from local identity, thereby fostering a sense of belonging among students and the school community. With this approach, literacy becomes more than just an administrative task; it evolves into a vibrant part of the school's culture.

The existence of the *Singo Mbois* Program demonstrates that the school is striving to integrate literacy into students' daily routines. In its implementation, teachers play a crucial role as facilitators, mentors, and key drivers in fostering students' interest in reading and their participation in literacy activities. Teachers do not merely deliver instructional content but also guide students to develop the habit of reading, writing, and critically analyzing information. Furthermore, these activities have the potential to strengthen the relationship between the school, students, and parents in fostering a literate environment. This underscores the vital role of teachers in ensuring that contextually developed literacy activities have a greater chance of being embraced.

Nevertheless, the implementation of literacy activities such as the *Singo Mbois* Program still requires in-depth analysis, as each school has different conditions, cultures, and challenges. In practice, various factors influence the success of literacy activities, such as the principal's commitment, teacher involvement, student participation, and support from facilities and infrastructure. On the other hand, the implementation of literacy activities may also face obstacles such as limited facilities, time constraints, and suboptimal involvement of the entire school community. Therefore, qualitative research is necessary to gain a more comprehensive understanding of the implementation process, the role of teachers, the responses of the school community, and the dynamics involved in developing a culture of literacy at SMPN 27 Kota Malang (Febriana & Jatmika, 2023).

Based on this description, research on the role of teachers in improving student literacy through the *Singo Mbois* Program at SMPN 27 in Malang City is important to gain a deeper understanding of the literacy practices taking place at the school. This study aims to analyze how teachers play a role in improving student literacy through the *Singo Mbois* Program, as well as to identify the supporting factors and barriers faced by teachers in implementing these activities. The research findings are expected to provide information regarding the implementation process, the strategies employed by teachers, and the various obstacles encountered in developing a culture of literacy among students. Furthermore, this study is expected to serve as a basis for evaluation and consideration by the school in developing more effective, relevant, and sustainable literacy activities tailored to students' needs and the characteristics of the school environment.

Method

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This study employs a qualitative approach using a descriptive method**.** This approach was chosen because the study aims to gain an in-depth understanding of the role of teachers in improving student literacy through the *Singo Mbois* Program at SMPN 27 in Malang City. Through a qualitative approach, the researcher can explore information regarding the experiences, strategies, and involvement of teachers in the implementation of literacy activities, including various factors that support or hinder their implementation. The subjects in this study include teachers, students, and school officials directly involved in the implementation of the *Singo Mbois* Program. Subjects were selected through purposive sampling based on their involvement and understanding of the literacy activities carried out at the school.

Data collection techniques included observation, interviews, and documentation**.** Observations were conducted to gain an understanding of how literacy activities were carried out, as well as the activities of teachers and students during these sessions. Interviews were conducted with teachers, students, and school officials to gather information regarding the teachers' roles, the strategies they employed, and their experiences in implementing the *Singo Mbois* Program. Documentation was used as supporting data in the form of activity records, literacy activities, and various pieces of evidence regarding the implementation of activities at the school. The data obtained were then analyzed using Miles and Huberman's interactive analysis model, which includes the stages of data reduction, data presentation, and drawing conclusions. Through these stages, this study is expected to provide a comprehensive picture of the role of teachers in fostering a culture of literacy among students through the *Singo Mbois* Program at SMPN 27 in Malang City.

Results & Discussion

Based on the results of observations, interviews, and documentation conducted during the implementation of the *Singo Mbois* Program at SMPN 27 in Malang City, it was found that teachers play a very important role in improving students' literacy through this co-curricular activity. The *Singo Mbois* Program is one of the school's literacy activities, implemented over a one-week period each time. This activity is designed as a literacy-building exercise aimed at improving students' abilities to read, listen, comprehend information, and express their understanding in writing. In its implementation, teachers are not only responsible for supervising the activities but also serve as planners, facilitators, motivators, mentors, and evaluators, ensuring that the entire series of activities proceeds in accordance with the established objectives.

Based on interviews with teachers, prior to the implementation of the *Singo Mbois* Program, teachers and school administrators coordinated on the activity themes, the types of reading materials to be used, supporting media, and the technical details of the one-week program. Teachers adapted the reading materials to the students' developmental levels so that the story content could be well understood by the students. In addition to using storybooks, teachers also utilized stories read aloud and

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educational videos as alternative literacy media. This variety of media aimed to provide students with diverse learning experiences so that literacy activities were not solely centered on reading books but also trained their ability to process information through audiovisual media.

Throughout the activity, the teacher plays an active role in guiding students on how to carry out the activity and the objectives to be achieved. Based on observations during the teaching practicum, the teacher always provided explanations before the activity began so that students understood the steps they needed to take. During independent reading activities, the teacher guided students to read calmly and comprehend the content, rather than simply finishing the text. During story-listening activities, the teacher read the story with clear intonation so that students could more easily follow the plot, while during educational video watching activities, the teacher instructed students to pay attention to the content of the video because after the activity was over, they would be asked to rewrite the information they had obtained.

The teacher's role is also evident during the guidance process. During the observation, the researcher found that students' literacy skills varied significantly. Some students were able to quickly grasp the content of the reading material or video and could immediately paraphrase the information using their own words. However, there were also students who still struggled to identify the main idea, recall the sequence of events in the story, or construct coherent sentences. In such situations, the teacher provided individual guidance by asking simple questions, helping students recall the story's content, and providing examples of how to paraphrase information using language that is easy to understand. This guidance demonstrates that teachers play a crucial role in helping students develop their literacy skills according to their individual ability levels.

In addition to providing guidance, teachers also serve as motivators. Based on interview results, teachers noted that some students still view reading as a boring activity. Therefore, teachers strive to build students' enthusiasm by offering motivation, praise, and positive reinforcement throughout the activity. Teachers express appreciation for students who successfully complete tasks and encourage those who are still struggling not to give up easily. During the teaching practicum, the researcher observed that the motivation provided by the teacher helped students feel more confident in completing their writing assignments, even though the quality of each student's writing varied.

The observation results indicate that the *Singo Mbois* Program is supported by several factors that contribute to its successful implementation. Support from the principal is a key factor, as this activity has been incorporated into the school's cocurricular program and is conducted on a scheduled basis. Additionally, collaboration among teachers facilitates the implementation process, as each teacher is responsible for supervising their respective classes. The availability of storybooks, educational videos, and a conducive learning environment also served as supporting factors that ensured the activity ran smoothly. The

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enthusiasm shown by most students during the activity indicates that the use of varied media can increase their interest in participating in the literacy process.

Nevertheless, the research findings also revealed several obstacles encountered during the implementation of the *Singo Mbois* Program. Based on observations during the teaching practicum, the most noticeable obstacle was the disparity in literacy skills among students. When asked to rewrite the content of a reading passage or video, some students were able to write coherently and in their own words, while others tended to copy sentences from the text, write very briefly, or even struggle to begin their writing. This situation required teachers to provide more intensive guidance to certain students, which took longer than with other students.

Another obstacle identified was the low concentration levels of some students during listening activities. Based on the observations, there are still students who talk with their friends, pay little attention when the teacher reads a story aloud, or lack focus when a video is playing. As a result, students have difficulty when asked to retell the story in writing because the information they have obtained is incomplete. In such situations, the teacher must remind students to refocus and occasionally repeat key parts of the story so that all students share the same understanding.

Another obstacle identified during the implementation of the *Singo Mbois* Program was the low motivation of some students to participate in reading activities. Based on observations during the teaching practicum, there were still students who participated in the activities merely because they were school requirements, not because they recognized the importance of literacy. This was evident in some students who lacked enthusiasm while reading, were easily distracted by classmates around them, and were unable to make optimal use of their reading time. Teachers must provide repeated guidance and reinforcement to ensure students remain focused on the series of literacy activities.

Another challenge relates to students' writing skills, which vary widely. After reading, listening to a story, or watching a video, all students are asked to summarize the information they've gained in writing. However, observations show that some students still struggle to express their ideas in coherent sentences. Some students only write brief bullet points, copy parts of the text, or provide descriptions that do not align with the story's content. This situation requires teachers to provide examples, guidance, and individualized support so that students can compose their writing more effectively.

Another obstacle is the limited time teachers have for individual support. In a single class, teachers must guide all students who have varying literacy levels at the same time. As a result, teachers are unable to provide optimal support to every student, particularly those who require more intensive assistance in understanding the text or organizing their written work.

Based on observations during the teaching practicum, there were also challenges in utilizing instructional media. In activities using educational videos, implementation was highly dependent on the availability of equipment such as LCD projectors,

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laptops, internet access, and speakers. When technical issues arosesuch as unclear audio or equipment setup taking longer than expected the activity became less effective, forcing teachers to make adjustments to ensure the activity's objectives were still met.

Based on the overall research findings, the *Singo Mbois* activity has a positive impact on students' literacy development at SMPN 27 in Malang City. This activity helps students get into the habit of reading and listening to information, trains their ability to comprehend reading material, and develops their skills in restating information in written form. Although its implementation still faces several obstacles, the active role of teachers in planning, guiding, motivating, and supporting students is the key factor contributing to the activity's success. With ongoing evaluation and development of the activity, the *Singo Mbois* Program has the potential to further enhance students' literacy culture and support the creation of a more literate learning environment at SMPN 27 in Malang City.

Conclusions

Based on the research findings, it can be concluded that teachers play a very important role in improving student literacy through the *Singo Mbois* Program at SMPN 27 in Malang City. Teachers serve as facilitators, motivators, mentors, and drivers of a culture of literacy through various strategies, such as fostering reading habits, discussions, guidance, and the integration of literacy activities into the learning process. The *Singo Mbois* program has been proven to have a positive impact on increasing students' interest in reading, their ability to comprehend information, their critical thinking skills, and their confidence in expressing their opinions.

The program's success is supported by the school's commitment, teachers' active involvement, and students' enthusiasm for participating in literacy activities. However, its implementation still faces several challenges, such as differences in students' reading interests and abilities, time constraints, and the need to expand the variety of reading materials. Therefore, continuous innovation and collaboration among schools, teachers, students, and parents are necessary so that the *Singo Mbois* Program can continue to develop and become an effective, contextual, and sustainable culture of literacy within the school environment.

Suggestion and Recommendation

Based on the research findings and conclusions, several suggestions are proposed for students and teachers. Students are expected to improve their participation and engagement when learning through the CORE model by expressing their opinions, connecting new material with previously learned concepts, organizing ideas to develop their understanding, completing group worksheets, reflecting on their learning experiences, presenting the results of their reflections and group discussions, asking questions about concepts they do not understand, and drawing conclusions from the learning activities.

Meanwhile, teachers are encouraged to enhance their ability to implement the CORE learning model by introducing songs related to the learning material, explaining learning objectives, exploring students' existing knowledge through appropriate media, engaging students in

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question-and-answer activities, connecting prior knowledge with new concepts, guiding students in organizing their ideas, encouraging them to express their opinions, facilitating group discussions, supporting students in reflecting on their learning experiences and presenting their reflections, guiding groups in presenting their work, encouraging students to ask questions about difficult concepts, providing exercises to reinforce understanding, and allowing students to summarize the material at the end of each lesson.

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