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Strengthening School Literacy Culture Through BUGEMM: A Reading and Writing Habituation Program

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ABSTRACT

Following School literacy programs require sustained routines that connect reading, writing, mentoring, presentation, and authentic publication. This study describes the implementation of BUGEMM (Budaya Gemar Membaca dan Menulis, or Culture of Reading and Writing) at SMA Plus Negeri 17 Palembang and examines how the program institutionalizes literacy practices. A descriptive qualitative design was used to document program procedures, student products, mentoring, and semester-end evaluation. BUGEMM was implemented for Grade X and XI students across four semesters, using Indonesian in regular classes and English in Cambridge classes. Students produced individual book reviews and scientific papers, completed at least eight documented mentoring sessions, and defended their work through scheduled presentations. Program records reported 599 participating students in the second-stage evaluation: 482 received grade A, 100 grade B, 12 grade C, 1 grade D, and 3 grade E; the source record reports a total of 599 students although the category counts sum to 598. The program generated student writing products and selected ten outstanding works for compilation into a proposed ISBN-bearing book. These findings indicate that BUGEMM functions as a whole-school literacy routine linking access to texts, guided writing, feedback, oral accountability, and recognition. Because the study is descriptive and does not include a comparison group or pre-post literacy measure, the findings should be interpreted as evidence of program implementation and output rather than causal proof of literacy improvement.

Keywords: school literacy; reading culture; writing culture; BUGEMM; scientific writing

INTRODUCTION

Literacy in contemporary secondary education extends beyond decoding print. It includes the capacity to interpret, evaluate, communicate, and produce knowledge across texts and contexts. Research consistently links sustained reading engagement, access to meaningful texts, disciplinary literacy, and writing practice with stronger comprehension and academic participation (Guthrie et al., 2004; Alexander, 2005; Shanahan & Shanahan, 2008; Graham & Perin, 2007; Graham et al., 2018). At school level, literacy development is therefore most productive when it is treated as an organizational culture rather than as an isolated language lesson (Cremin et al., 2009; Merga, 2015; Merga & Mason, 2019; Loh, 2015).

Indonesia has promoted school literacy through the School Literacy Movement (Gerakan Literasi Sekolah/GLS), emphasizing habituation, supportive literacy environments, reading routines, and

integration with learning. The source manuscript situates BUGEMM within this national agenda and within the broader need to develop critical thinking, communication, creativity, and collaboration. International evidence similarly shows that reading motivation, volume of reading, and opportunities to discuss and write about texts are associated with comprehension and literacy engagement (Guthrie et al., 2007; Mol & Bus, 2011; Schaffner et al., 2013; McGeown et al., 2015; Torppa et al., 2020).

A persistent challenge, however, is moving from short-term literacy campaigns to routines that produce visible student work and sustained mentoring. Writing improves when students receive explicit guidance, repeated practice, feedback, opportunities for revision, and authentic audiences (Graham & Harris, 2018; Graham et al., 2012; Graham et al., 2015; Graham et al., 2020; MacArthur, 2016). Likewise, dialogic discussion and presentation can strengthen comprehension, reasoning, and disciplinary participation (Applebee et al., 2003; Murphy et al., 2009; Reznitskaya et al., 2009; Wilkinson et al., 2015). BUGEMM is relevant because it combines these components in a school-wide cycle of reading, writing, mentoring, presentation, revision, and recognition.

This study therefore aims to describe: (1) how BUGEMM is implemented at school; (2) the core literacy activities undertaken by students; (3) the mentoring and evaluation mechanisms used to sustain implementation; and (4) the program outputs that indicate the institutionalization of a reading-and-writing culture. The study does not attempt to establish causal effectiveness; rather, it documents an embedded literacy practice that may inform adaptation in other secondary-school contexts.

LITERATURE REVIEW

School Literacy Culture and Reading Engagement

A literacy culture is sustained when reading is socially visible, routinely practiced, supported by access to texts, and reinforced by teachers and peers. Studies of reading for pleasure and school reading environments show that teacher modeling, text choice, access, discussion, and social recognition can shape students' reading identities and engagement (Cremin et al., 2009; Clark & Rumbold, 2006; Merga, 2015; Merga, 2016; Merga & Mat Roni, 2018). Reading engagement is also reciprocal with achievement: students who read more and experience success are more likely to continue reading, while disengagement can compound over time (Morgan & Fuchs, 2007; Petscher, 2010; Schiefele et al., 2012; Torppa et al., 2020).

Writing, Feedback, and Authentic Literacy Products

Writing development benefits from structured strategy instruction, opportunities to write frequently, and feedback that supports revision. Meta-analytic evidence has identified explicit strategy instruction, collaborative writing, goal setting, sentence-level work, and process-oriented approaches as productive components of adolescent writing instruction (Graham & Perin, 2007; Graham et al., 2012; Graham et al., 2015; Graham et al., 2018; Graham et al., 2020). Feedback is most useful when it is timely, specific, and

actionable, enabling learners to compare current performance with intended goals and revise accordingly (Hattie & Timperley, 2007; Shute, 2008; Wisniewski et al., 2020; Carless & Boud, 2018). BUGEMM operationalizes these principles through repeated consultation, written products, revision, and formal presentation.

Whole-School Literacy, Mentoring, and Student Agency

Whole-school literacy requires coordinated roles, routines, and expectations rather than reliance on individual teachers. Research on adolescent literacy and disciplinary literacy emphasizes that students need explicit support to read, write, reason, and communicate within increasingly complex academic tasks (Biancarosa & Snow, 2006; Lee & Spratley, 2010; Shanahan & Shanahan, 2008; Fang & Schleppegrell, 2010; Goldman et al., 2016). Student agency is strengthened when learners make meaningful choices, take responsibility for products, and engage with authentic audiences (Reeve & Tseng, 2011; Jang et al., 2016; Patall et al., 2008). Mentoring and oral defense in BUGEMM can therefore be understood as accountability structures that also provide opportunities for feedback, ownership, and academic communication.

Multilingual and Multimodal Dimensions of Literacy

The source program uses Indonesian for regular classes and English for Cambridge classes. This bilingual arrangement reflects a broader view of literacy as situated across languages, modes, and communities. Contemporary literacy scholarship emphasizes multiliteracies, multimodality, and the need to connect school literacy with diverse communicative practices (Cope & Kalantzis, 2009; Mills, 2010; Rowsell & Walsh, 2011; Kress, 2003). Digital access to libraries and electronic texts can further expand reading opportunities, although effective use depends on guidance and purposeful integration (Singer & Alexander, 2017; Delgado et al., 2018; Clinton, 2019; Kong et al., 2018).

METHODS

Research Design and Context

The study employed a descriptive qualitative design to document the implementation of BUGEMM at SMA Plus Negeri 17 Palembang. The program described in the source manuscript operated from August 2021 to July 2023 and primarily involved Grade X and XI students. Grade XII students did not participate in the regular BUGEMM cycle. The analysis focused on program procedures, mentoring arrangements, student products, evaluation practices, and reported program outcomes.

Program Structure and Data Sources

BUGEMM is an acronym for Budaya Gemar Membaca dan Menulis (Culture of Reading and Writing). Students could produce either scientific writing or book reviews. For scientific writing, Grade

X/semester I work focused on a proposal (Chapters I-III), followed by research results (Chapters IV-V) in the subsequent semester. Book-review participants completed one review per semester using different books. Reading sources included the school library, the National Library digital collection, e-books, internet sources, and personal collections. Scientific papers were expected to use at least three books as references.

Implementation evidence consisted of program guidelines, mentoring records, task allocation tables, student products, evaluation records, and descriptive documentation. The source manuscript reports that each student completed a minimum of eight documented mentoring sessions. Mentoring could be conducted face-to-face or online. After supervisor approval, students submitted their work and defended it in scheduled semester-end presentations before an examiner who was different from the supervisor.

Analytical Procedure

The analysis organized the source evidence into four domains: program implementation, student literacy activities, implementation mechanisms, and literacy-culture outputs. Descriptive counts reported in the source were retained. Because the source does not provide pre-program and post-program literacy test scores, validated literacy scales, interview transcripts, or a comparison group, the analysis does not infer causal improvement in literacy proficiency. Instead, it interprets observable routines, participation, products, and assessment records as indicators of program enactment.

RESULTS AND DISCUSSION

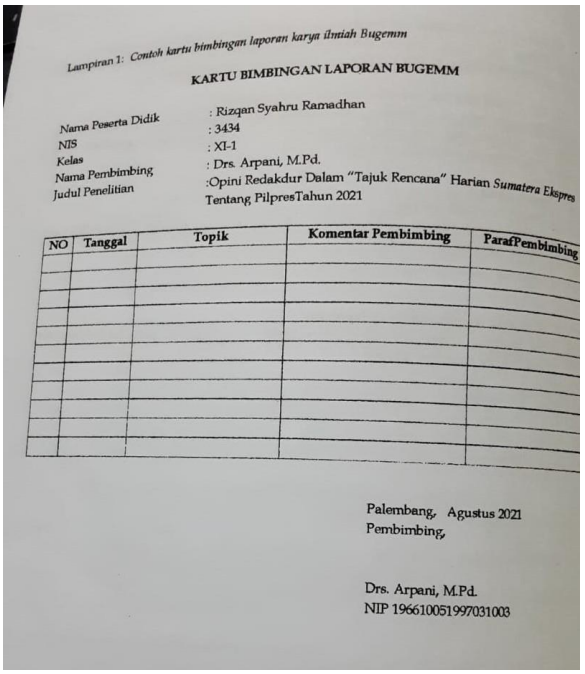
Implementation of BUGEMM as a Four-Semester Literacy Routine

BUGEMM was organized as a sustained program for Grades X and XI across four semesters. Regular classes used Indonesian, while Cambridge classes used English. The program aimed to habituate students to library use, effective reading, source organization, scientific writing, and book reviewing. This extended duration is important because literacy habits are more plausibly developed through repeated participation than through one-off events. The program design is consistent with research emphasizing sustained engagement, access, choice, and socially supported reading and writing practices (Guthrie et al., 2004; Merga, 2016; McGeown et al., 2015; Graham & Harris, 2018).

Reading, Writing, Mentoring, and Presentation Activities

The activity sequence required students to identify a topic or book, consult a supervisor, draft a scientific paper or review, participate in repeated mentoring, submit an approved product, present the work, respond to examiner feedback, and revise the final text. The semester-end presentation typically lasted 10-15 minutes. This cycle converts literacy from a private act into a visible academic practice involving reading, composition, oral communication, feedback, and revision. Such integration aligns with evidence that comprehension and writing are strengthened when learners actively construct, discuss, and revise

meaning rather than only receive information (Applebee et al., 2003; Murphy et al., 2009; Graham et al., 2018; Carless & Boud, 2018).



Lampiran 1: Contoh kartu bimbingan laporan karya ilmiah Bugemm

KARTU BIMBINGAN LAPORAN BUGEMM

Nama Peserta Didik : Rizqan Syahru Ramadhan
NIS : 3434
Kelas : XI-1
Nama Pembimbing : Drs. Arpani, M.Pd.
Judul Penelitian :Opini Redakdur Dalam "Tajuk Rencana" Harian Sumatera Ekspres Tentang PilpresTahun 2021

NO	Tanggal	Topik	Komentar Pembimbing	ParafPembimbing

Palembang, Agustus 2021
Pembimbing,

Drs. Arpani, M.Pd.
NIP 196610051997031003

Figure 1. Example of a BUGEMM mentoring record card from the source document.

Program Evaluation and Reported Student Outcomes

The second-stage BUGEMM evaluation covered ten Grade X classes and nine Grade XI classes. The source reports a total of 599 students. The recorded grade distribution was 482 students with A, 100 with B, 12 with C, 1 with D, and 3 with E. These category counts sum to 598 rather than 599; the discrepancy is preserved and explicitly noted rather than silently corrected. The source also states that 599 student scientific works were produced. Ten outstanding works were then selected based on examiner recommendations for compilation into a book proposed for an ISBN.

Table 1. BUGEMM Stage II evaluation distribution reported in the source manuscript.

Reported grade	Number of students	Share of reported total (599)
A (Very Good)	482	80.47%
B (Good)	100	16.69%
C (Satisfactory)	12	2.00%
D (Poor)	1	0.17%
E (Not Completed)	3	0.50%
Category-count sum	598	99.83%
Source-stated total	599	100%

The high proportion of A and B grades indicates that most participating students completed the required products to a level judged positively by supervisors and examiners. However, these grades should

not be treated as standardized literacy-test outcomes because the source does not provide a validated scoring rubric, inter-rater reliability, or baseline comparison. Their strongest evidentiary value is as documentation of participation, completion, and institutional assessment. This distinction is important in literacy-program evaluation, where implementation evidence and learning-effect evidence answer different questions (Slavin et al., 2009; Baye et al., 2019; Graham et al., 2020).

BUGEMM as a Whole-School Literacy Culture

The program institutionalizes literacy through several mutually reinforcing mechanisms: sustained duration, explicit products, individual responsibility, scheduled mentoring, separation of supervisor and examiner roles, oral defense, revision, report-card recognition, and publication-oriented recognition for outstanding work. These features create an ecology in which reading and writing are visible and consequential. The model therefore resonates with whole-school literacy perspectives that emphasize coordinated routines, teacher participation, access to texts, and authentic purposes for literacy (Cremin et al., 2009; Merga & Mason, 2019; Loh, 2015; Goldman et al., 2016).

PRACTICAL IMPLICATIONS

Schools seeking to adapt BUGEMM should prioritize a manageable mentoring ratio, clear writing guidelines, transparent rubrics, scheduled checkpoints, access to print and digital reading materials, and opportunities for students to present and publish their work. Digital libraries can expand access, while explicit instruction is still needed to help students evaluate sources, synthesize information, cite appropriately, and revise drafts. Schools should also monitor participation and learning with instruments that distinguish program completion from literacy growth.

LIMITATIONS

This study is descriptive and is based on program documentation from one school. The source does not report participant interviews, classroom observations using a formal protocol, pre-post literacy assessments, a comparison group, or psychometric evidence for the evaluation grades. It also contains a numerical inconsistency: the reported category counts total 598, whereas the stated number of participants is 599. Consequently, the findings support conclusions about program structure, participation, and outputs, but not causal claims that BUGEMM independently improved students' literacy proficiency. Future studies should use mixed methods, validated reading and writing measures, longitudinal tracking, and inter-rater reliability for student products.

CONCLUSION AND RECOMMENDATIONS

BUGEMM represents a sustained school literacy practice that integrates reading, scientific writing, book reviewing, mentoring, presentation, revision, and recognition. At SMA Plus Negeri 17 Palembang, the program was implemented for Grades X and XI across four semesters and generated substantial student participation and written outputs. The source reports 599 participants in the second-stage evaluation and 599 written works, with most reported grades in categories A and B. The program's principal contribution is organizational: it turns literacy into a recurring, accountable, and visible school practice rather than a short-term campaign. Future implementation should retain these strengths while adding validated literacy measures, standardized rubrics, systematic qualitative evidence, and longitudinal evaluation so that changes in literacy proficiency can be assessed more rigorously.

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