

Implementation of *the* BUGEMM (Culture of Reading and Writing) Program in Training Students' Scientific Writing Skills

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ABSTRACT

The Budaya Gemar Baca dan Tulis (BUGEMM) Program was developed by SMA Plus Negeri 17 Palembang as a strategy to strengthen the school's literacy culture and enhance students' scientific writing skills. This study aims to explore the implementation of the BUGEMM Program and to identify its supporting and inhibiting factors. The research employed a qualitative field-based approach. Data were collected through on-site observations, in-depth interviews, and document analysis. Participants were selected purposively and included the vice principal for curriculum affairs, the BUGEMM program coordinator, mentor teachers, and students involved in the program. Data analysis was conducted through data condensation, data display, and conclusion drawing. The findings indicate that the BUGEMM Program is implemented in an organized and systematic manner through several stages, including program socialization, appointment of supervising teachers, student grouping, topic selection, reference searching, outline preparation, drafting, and scientific paper presentation. Supervising teachers play a crucial role by providing guidance, intensive supervision, and continuous evaluation throughout the writing process. Supporting factors include strong school policies, adequate literacy facilities, teacher competence, parental involvement, and consistent scheduling. Meanwhile, inhibiting factors consist of low student engagement in literacy activities and limited parental support at home. Overall, the results demonstrate that the BUGEMM Program contributes positively to improving students' scientific writing skills and strengthening the literacy culture within the school environment.

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INTRODUCTION

Education can be understood as a series of changes in a person's self to achieve certain learning goals. Through education, humans develop human values and character, so that they are able to recognize themselves and adapt to their environment.¹ As stipulated in Law No. 20 of 2003

¹ Sukirman Sukirman, Masnun Baiti, and Syarnubi Syarnubi, "The Concept of Education According to Al-Ghazali," *Jurnal PAI Raden Fatah* 5, no. 3 (2023): 449–66.

concerning the National Education System, education is a form of steps that are carried out deliberately and designed with careful planning to create a process of acquiring knowledge that supports the progress of students in order to foster the religious dimension, the ability to control behavior, personality integrity, the ability to think, commendable ethics, and competencies that support social, national, and state life.² The concept of education continues to change in line with the evolving needs of society and advances in science and technology.³ The aspect that plays an important role in supporting the transformation of education is the curriculum.⁴ The purpose of the Curriculum is to achieve the desired goals. The curriculum underwent a transition and transformation from 1947 to 2013. Thus, the current curriculum is not expected to guarantee the realization of an improvement in the quality of education, and the government is making repeated efforts to reformulate the curriculum structure. In response to the need for education reform, the Ministry of Education and Culture formulated a provision for learning design reform to be realized through the Independent Curriculum.⁵ An independent curriculum is a type of curriculum related to developing students' talents and interests.⁶

The Merdeka Curriculum, which began to be implemented gradually since 2022, makes literacy one of the main supporters in student development.⁷ Literacy is a crucial element in education that reflects the capacity to master understanding, processing, and using data appropriately.⁸ Literacy does not stop at the technical aspects of language, but also develops in the competence to convey thoughts and concepts presented in structured scientific texts.⁹ In this context, reading plays a role as a stage of interpreting texts that are carried out analytically and innovatively, which are carried out by the reader subject with the aim of gaining a complete understanding of the content of the reading.¹⁰ Thus, literacy and reading are interrelated, as effective reading skills are the basis for broader literacy skills. In this era of education 4.0, education does not only focus on reading and writing, but broader.¹¹ At the high school level, the ability to write scientific papers is an important aspect that supports critical development, problem-solving skills, and students' academic skills.¹²

Scientific work is a writing that is compiled based on the results of studies, research, or observations in an objective and systematic manner, with the aim of communicating thoughts or findings scientifically and accountably.¹³ However, various studies show that the ability to write scientific papers of high school students is still relatively low. Students often have difficulty in drafting a writing framework, finding relevant references, developing arguments, and using scientific language appropriately.¹⁴ Writing skills are greatly influenced by basic literacy skills that are not optimal.¹⁵ This condition shows the need for an effective, systematic, and sustainable school

², Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 1 Paragraph 1, 2023.

³ Sindi Septia Hasnida, Ridho Adrian, and Nico Aditia Siagian, "Transformation of Education in the Digital Era," *Journal of Indonesian Education Star* 2, no. 1 (2023): 110–16.

⁴ Sisca Septiani et al., *Curriculum Development: Theory, Model, and Practice* (Banten: PT. Sada Kurnia Pustaka, 2024), p. 3.

⁵ Nurhayati, *CURRICULUM ANALYSIS (An Introduction to Curriculum Study Courses at Islamic Religious Colleges Referring to KKN)* (Bandung: WIDINA BHAKTI PERSADA BANDUNG, 2020), p. 1.

⁶ Restu Rahayu et al., "Implementation of the Independent Learning Curriculum of Driving Schools," *Basicedu Journal* 6, no. 4 (2022): 6313–19.

⁷ Dedi Riyan Rizaldi and Ziadatul Fatimah, "Merdeka Curriculum: Characteristics and Potential in Education Recovery after COVID-19 Pandemic," *International Journal Curriculum and Instruction* 15, no. 1 (2022): 260–71.

⁸ Besse Herlina et al., "Implementation of Literacy-Based Learning Merdeka Curriculum," *International Conference on Educational Governance, Policy, and Leadership* 1, no. 1 (2024): 105–15.

⁹ Ministry of Education and Culture, *National Literacy Movement: Literacy Pocket Book* (Jakarta: Ministry of Education and Culture, 2017), p. 10.

¹⁰ Achmad Fadil Al Farizi Al Farizi, Alimron Alimron, Dodi Irawan, "The Influence of Student Activity in the Tahsin Program on the Ability to Read the Qur'an," *JurnalPAI Raden Fatah* 4, no. 3 (2022): 253–70.

¹¹ Syarnubi, Syarnubi, Ahmad Syarifuddin, and Sukirman Sukirman, "Curriculum Design for the Islamic Religious Education Study Program in the Era of the Industrial Revolution 4.0," *AL-ISHLAH: Journal of Education* 15, no. 4 (2023).

¹² Ministry of Education and Culture, *Independent Curriculum Learning and Assessment Guide* (Jakarta: Ministry of Education and Culture, 2022).

¹³ Vienna Sanjaya, *Learning Strategies Oriented to Educational Process Standards* (Jakarta: Kencana, 2018).

¹⁴ Kim, Young-Suk Grace, Al Otaiba, Stephanie, Wanzek, Jeanne, "Dimensions of Text-Based Analytical Writing of Secondary Students," *Assessing Writing* 51 (2022): 100600.

¹⁵ Jeanne Kim, Young-Suk Grace; Al Otaiba, Stephanie; Wanzek, "Writing Instruction Improves Students' Writing Skills Differentially Based on Focal Instruction and Children," *Educational Research Review* 100408 (2021): 100408,.

literacy program to support the improvement of students' scientific writing skills.¹⁶ Structured literacy programs also help students organize ideas and structure academic texts better.¹⁷ In addition, writing skills can only develop through continuous practice in a supportive learning environment.¹⁸

SMA Plus Negeri 17 Palembang responds to this need through the Reading and Writing Culture Program (BUGEMM), a literacy program designed to foster a reading culture and train scientific writing skills through habituation, gradual training, and intensive mentoring by supervisors.¹⁹ The BUGEMM program is implemented in a structured manner, involving various school components, and requires students to produce academic manuscripts in Indonesian and English.²⁰ This program model reflects school literacy practices that combine reading and writing activities in a planned manner.²¹

Based on the results of observations and interviews, the BUGEMM program is considered to have a positive impact on students' ability to find references, formulate arguments, and write scientific papers in a more systematic manner. However, its implementation also faces a number of challenges, such as low interest in reading, differences in students' academic abilities, and limited time in the mentoring process. This shows the need for an in-depth study of how the BUGEMM program is planned, implemented, and evaluated, including the supporting and inhibiting factors that affect its effectiveness.

Research related to the BUGEMM (Culture of Reading and Writing) program is still limited, especially those that examine its implementation in the context of improving students' scientific writing skills. In fact, various studies show that school literacy programs that integrate reading and writing activities in a balanced manner have proven to be effective in improving students' academic literacy skills.²² The integration of reading and writing activities proportionally has been proven to be able to improve students' academic literacy competencies. Therefore, this study was conducted to present a comprehensive description of the implementation of the Reading and Writing Culture literacy program (BUGEMM) at SMA Plus Negeri 17 Palembang, including various aspects that play a supporting role and obstacles in its implementation. Departing from the presentation, this article aims to examine the implementation of the BUGEMM program in an effort to develop students' scientific paper writing skills, as well as analyze the factors that affect the sustainability of the program.

RESEARCH METHODS

This study was designed using a qualitative perspective with a research design that was carried out directly in the field. The selection of this perspective is useful to obtain a more detailed and in-depth portrait of the conditions of the mechanism of the BUGEMM Program in improving the ability of students to write scientific papers at SMA Plus Negeri 17 Palembang. The research data was collected through three main techniques, which included direct observation activities, *interview processes*, and documentary studies.

The determination of informants was carried out based on *the purposive sampling technique*, which is the selective determination of participants based on suitability for research needs. The informants consist of the deputy principal in the aspect of curriculum development, the coordinator of the BUGEMM Program, educators who supervise, and several students participating in the program. This study relies on two forms of information origin, namely basic data and complementary data. Primary

¹⁶ I Made Ngurah Suragangga, "Implementation of school literacy in improving students' reading culture," *Journal of Educational Research* 17, no. 2 (2017): 130–140.

¹⁷ Khazin Khazin, "The Efficiency of the School Literacy Movement in Improving Students' Writing Skills at SD Bali Public School Denpasar," *ACITYA BHAKTI* 4, no. 1 (2024): 71–82.

¹⁸ Nurhadi, *Handbook of Writing: A Complete Guide to Writing* (Jakarta: Bumi Aksara, 2019), p. 15.

¹⁹ BUGEMM Team, *BUGEMM Report Writing Guidelines* (SMA Plus Negeri 17 Palembang, 2022).

²⁰ Emilda Sinar Fatiha, "The Analysis Of Bugemmm Program," *Didascein Language Journal* 3, no. 2 (2018): 9–17.

²¹ Hayati, Riza Sativani, Subali, Bambang, and Paidi "Biodiversity Learning Continuum for Elementary School Students Based on Teacher Cognitive Ability" 14, no. 4 (2021): 241–58.

²² J. Graham, S., Liu, X., Aitken, A., Bartlett, B., Harris, K. R., and Holzapfel, "Effectiveness of Literacy Programs Balancing Reading and Writing Instruction: A Meta-Analysis," *Reading Research Quarterly* 53, no. 3 (2018): 279–304.

data is information obtained from original sources or initial sources, while supporting materials are obtained through document archives, scientific publications, and book literature.²³

The purpose of the observation is to see firsthand the implementation of BUGEMM activities in the school environment. The interview process aims to gather information from schools, teachers, and students regarding the guidance process and various obstacles encountered. Meanwhile, documentation is used to obtain supporting data such as program guidelines, examples of student scientific works, and activity archives. The data analysis technique is carried out in stages starting from the process of reduction, presentation, and finally interrelated conclusions, so as to produce valid and accountable final findings.

RESULTS AND DISCUSSION

The data in this study is related to the implementation of the BUGEMM Program at SMA Plus Negeri 17 Palembang and various factors that affect it, both supporting factors and obstacles. The following description presents the findings of the research in more depth.

1. Implementation of the BUGEMM Program (Culture of Reading and Writing) in Training Students' Scientific Writing Skills at SMA Plus Negeri 17 Palembang

The implementation of programs in an organization is closely related to the implementation function (*actuating*), which is the ability to mobilize all human resources to be able to work together to achieve the goals that have been set.²⁴ This principle emphasizes the importance of direction, motivation, communication, and coordination as elements that strengthen the success of an activity.²⁵ In the context of this research, the implementation of the Reading and Writing Culture Program (BUGEMM) at SMA Plus Negeri 17 Palembang shows the practical application of the implementation function through the involvement of all school elements in encouraging the strengthening of literacy culture, especially the ability to write students' scientific papers. These findings are in line with the research of Marmoah, Hartono, and Sadiman (2022) who emphasized that the success of literacy culture in schools is determined by the effectiveness of the implementation function.²⁶

Based on the results of the research, the implementation of BUGEMM has been carried out in a directed, planned, and structured manner since the beginning of the learning year. The implementation of the program began with socialization to all teachers and students, followed by the distribution of guidance schedules and the submission of guidelines for writing scientific papers. In this context, *directing* is an activity carried out by the authorities, especially program coordinators, to guide, direct, and regulate all BUGEMM implementation activities to be in line with the goals that have been set.²⁷ Schools through program coordinators provide clear briefings on the objectives, mechanisms, and flow of literacy activities. The systematic and structured briefing ensures that all participants understand the steps that must be taken from the preparation stage to the preparation of scientific papers, so that it has a positive impact on the direction of the writing process and the improvement of the quality of the scientific work produced.²⁸

Furthermore, the implementation of the BUGEMM program includes several main steps, namely:

- a. Selection and determination of supervisors by the BUGEMM coordinator.
- b. Grouping students into tutoring groups based on interests or writing topics.

²³ Rohmadi Rohmadi, "Deradicalization of Religious Understanding through Religious Moderation in Students of UIN Raden Fatah Palembang," *Journal of Islamic Religious Education* 7, no. 2 (2021).

²⁴ Umi Fatmah and Rahmat Mulyono, "E-Learning Management in Distance Learning in Covid-19," *Media Management Education* 4, no. 1 (2021): 150–59.

²⁵ Muhammad Khayyam Hussain Ali, Shuai Chuanmin, Mansoor Ahmed, Arshad Mahmood and dan Anna Tikhomirova, "Transformation Leadership and Project Success: Serial Mediation of Team-Building and Teamwork," *Frontiers in Psychology* 12 (2021).

²⁶ Suharno Marmoah, Sri, Jenny Indrastoeti Siti Poerwanti, "Literacy Culture Management of Elementary School in Indonesia," *Hell* 8, no. 4 (2022).

²⁷ Fatmah and Mulyono, *op. cit.*

²⁸ Grohnert Therese, Lena Gromotka, InkenGast, Laurie Delnoij, dan Simon Beusaert "Effective Master's Thesis Supervision A Summative Framework for Research and Practice," *Educational Research Review* 42 (2024): 100589.

- c. Determination and selection of scientific writing topics by students under the direction of the supervisor.
- d. Search and collection of references in school libraries and digital sources.
- e. The preparation of the framework of the scientific paper (outline) includes the formulation of the problem, objectives, and description of the content of the writing.
- f. The process of writing a draft scientific paper starts from the introduction to the conclusion.
- g. Regular guidance and revision with the supervisor.
- h. Collection of final work and presentation stage/examination of scientific work in front of the examining teacher.

These steps are implementation guidelines that make it easier for teachers and students to undergo the program according to the standards set by the school. In addition to the briefing from the program coordinator, the role of the supervisor is an important component that determines the success of the implementation of BUGEMM. Based on the results of the research, the supervisor carried out several main steps in assisting students, namely:

- a. Provide initial briefings related to scientific writing techniques, the systematics of scientific papers, and how to find and process reference sources.
- b. Guiding students in determining topics, formulating problems, and setting writing goals so that the writing has a clear focus.
- c. Provide intensive assistance in the writing process, including directing students in writing effective sentences, composing arguments, and organizing the content of writing.
- d. Provide periodic feedback and corrections, both on linguistic aspects, the use of references, and the suitability of academic formats.
- e. Hold regular meetings to monitor the progress of student writing and ensure each stage is completed on time.
- f. Directing students in the preparation of scientific paper presentations, including how to convey ideas convincingly in front of the examining teacher.

Continuous assistance contributes to improving students' ability to think critically, formulate arguments logically, and produce systematically structured writing.

The motivation provided by teachers and schools is also an important factor in the successful implementation of BUGEMM. Teachers routinely encourage students to be enthusiastic about reading and writing, as well as giving awards for the best work. Motivation is in line with Hersey and Blanchard's theory, which states that motivation is an effort to create conditions that encourage a person to work with passion and dedication. Through this motivation, students show high enthusiasm in participating in literacy activities, both in reading books, writing works, and presenting the results in front of teachers and classmates.²⁹

Furthermore, the communication established between the school, teachers, students, librarians, and parents also strengthens the implementation of the BUGEMM program. Research shows that a literacy culture managed through communication between school stakeholders is able to strengthen the implementation of literacy programs in a sustainable manner.³⁰ In addition, continuous and collaborative communication plays a role in building school and family involvement to support the sustainability of the program.³¹ Information about the mentoring schedule, the need for literature sources, and the limits of the collection of works were clearly conveyed through meetings, notification letters, and school social media. Communication between the supervising teacher and the librarian also helps ensure that the reference resources students need are available and easily accessible.

²⁹ Christian Brandmo dan Siv M. Gamlem, "Students' Perceptions and Outcome of Teacher Feedback: A Systematic Review," *Frontiers in Education* 10 (2025).

³⁰ Stevie Jae Hepburn, Saya Tomizawa, Annemaree Carroll, Elizabeth Edwards, and Matthew Sanders April Hoang, "Using a Stakeholder Engagement Approach to Inform Professional Development Programs to Promote Education for Sustainability in Schools," *Journal of Educational Change* 31, no. 6 (2025).

³¹ Ru Yan Lv, Xinlei dan Shutao Wang, "The Relationship between Family-School-Community Collaboration and Students' Academic Achievement: A Moderated Mediation Model," *International Journal of Educational Research* 134 (2025): 102774.

Coordination between parties is also an important factor in supporting the success of the BUGEMM Program at SMA Plus Negeri 17 Palembang. The BUGEMM Coordinator routinely coordinates with supervisors, homeroom teachers, and librarians in order to prepare activity schedules, provide supporting facilities, and adjust the implementation of literacy activities to other school agendas. This coordination is carried out through internal meetings, informal communication, and the delivery of information through mutually agreed media, so that each party gains the same understanding of their respective roles and responsibilities. The well-established coordination has a positive impact on the smooth process of guidance in writing students' scientific papers. Supervisors can adjust the mentoring time to the student's learning schedule, homeroom teachers can monitor students' progress and discipline, while librarians play a role in ensuring the availability of relevant literature sources.³² This synergy between parties makes the process of implementing the program run in an orderly, organized, and sustainable manner. In addition, effective coordination is also able to minimize various potential obstacles, such as scheduling conflicts with other academic activities or administrative obstacles in the use of school facilities.

Overall, the implementation of the Reading and Writing Cultural Program (BUGEMM) at SMA Plus Negeri 17 Palembang shows that the implementation of the actuating function is effective and directed. This effectiveness is reflected in the existence of clear direction from the planning stage to evaluation, the stages of program implementation that are systematically arranged, and the assistance of supervisors that is carried out intensively and continuously. Teachers not only act as technical supervisors in writing scientific papers, but also as facilitators and motivators who encourage students' active involvement in every stage of literacy activities.

In addition, consistent motivation from teachers and schools can increase students' interest and confidence in writing scientific papers. Effective communication between program coordinators, supervisors, students, librarians, and parents also strengthens the smooth implementation of the program, especially in the delivery of information related to guidance schedules, the provision of literature resources, and monitoring the development of student writing. Regular coordination between parties also plays an important role in creating work synergy, so that the implementation of the program can run in an orderly, planned manner, and avoid various technical and administrative obstacles. The successful implementation of *the actuating* function in the BUGEMM Program has a real impact on improving students' ability to write scientific papers systematically, using the right academic language, and developing arguments logically and critically. More than that, this program contributes to fostering a stronger and more sustainable literacy culture in the school environment.

2. Factors Supporting and Inhibiting the Implementation of the BUGEMM Program (Culture of Reading and Writing)

The success of this program is inseparable from various factors that affect the effectiveness of its implementation. These factors can be categorized into 2 main groups, including supporting components and constraint components. Each element shows a substantial contribution to the smooth and quality of program implementation.

Supporting Factors

The supporting factors of the BUGEMM Program consist of several main elements that strengthen the sustainability of the program in terms of policies, facilities, human resources, and environmental support. School management support and policies are the most fundamental components because they determine the direction and sustainability of the program. Clear policies, structured regulations, and the commitment of school leaders in providing facilities, time allocation, and administrative support are able to create a conducive learning ecosystem.³³ With strong managerial support, the program can be integrated with the curriculum and well socialized to teachers and students.

³² BUGEMM, *op. cit.*

³³ Fatihah, *op. cit.*

Not only in terms of school policies, the availability of adequate facilities is also a very decisive supporting factor. The existence of a complete library such as a varied collection of books, a comfortable literacy room, and the use of technology such as computers and internet access make it easier for students to access information sources and develop their writing skills. These facilities not only function as a means of learning, but also trigger increased student motivation to be involved in literacy activities. A supportive school environment, appreciation for students' writings, and adequate academic expression space have been proven to contribute to strengthening writing skills, including writing scientific papers.³⁴

The role of teachers as facilitators and companions is also a supporting factor that cannot be ignored. Teachers' competence in understanding scientific writing techniques, the ability to guide systematically, and the ability to clearly explain literacy concepts have a great influence on the success of the program. More than that, teachers' motivation and enthusiasm are often a moral impulse that is able to foster students' enthusiasm in completing scientific papers. Teachers who show a high commitment to accompanying students will create an inspiring and productive learning atmosphere.³⁵

Another supporting factor arises from parental involvement in providing support from home. Parental participation, both in the form of motivation, supervision, and the provision of a supportive learning environment, is an important complement to BUGEMM activities. Cooperation between schools and parents allows the formation of a reading and writing culture to run consistently, family support plays a significant role in strengthening the literacy process of students, because strengthening reading and writing habits does not only take place in the school context, but also needs to be instilled through the home environment.³⁶

Structured and consistent scheduling of BUGEMM activities also supports the success of the program. The special time allocation provided by the school allows students to focus on reading and writing scientific papers without interfering with other learning processes. Effective scheduling also makes it easier for teachers to develop mentoring strategies on an ongoing basis, so that BUGEMM activities can take place more intensively and targeted. In addition, effective scheduling makes it easier for supervisors to design mentoring strategies in an ongoing manner. Teachers can adjust the guidance material to the stages of writing scientific papers that students are undergoing, starting from determining the topic, collecting references, compiling, to the revision stage.³⁷

Inhibiting Factors

The implementation of the BUGEMM (Culture of Reading and Writing) Program also faces a number of inhibiting factors that have the potential to reduce the effectiveness of its implementation. The main obstacle that often arises is related to the low interest and motivation of students in reading and writing. Some students do not have strong literacy habits so they have difficulty understanding the material, formulating ideas, or compiling scientific papers systematically. Low motivation also has an impact on students' enthusiasm for learning, so that the quality of the written work produced becomes less optimal and often takes longer to complete.

Another obstacle related to the lack of parental participation in providing support for BUGEMM activities at home is one of the challenges faced. Some parents do not have an adequate understanding of the urgency of reading and writing activities in supporting their children's academic development. The lack of assistance from parents causes students to not get adequate literacy reinforcement outside of school, so that the process of getting used to reading and writing becomes unsustainable. This lack of support can ultimately affect the effectiveness of the program

³⁴ Margaret Kristin Merga, "How Do Librarians in Schools Support Struggling Readers," *English in Education* 53, no. 2 (2019): 145–160.

³⁵ Majid Asadpour, Maryam Hashemi Bakhshi, Pegah Mirzapour, and Mehrnesa Shahabi "The Motivational Role of Teachers: Influencing Students' Academic Motivation," *European Journal of Psychology of Education* 40, no. 133 (2025).

³⁶ María Valcárcel Jiménez, JörgHenrik Heine, Tina Schiele, Anna Mues, and Frank Niklas "The Role of Parental Attitudes, Home Literacy Environment, and Migration Background in Preschool Children's Emergent Literacy Skills" 99 (2025): 101830.

³⁷ Interview with Mrs. Atika Wahyuni, S.Pd., G.r as the Student Supervisor of the BUGEMM Program, on October 24, 2025, at SMA Plus Negeri 17 Palembang.

because students only rely on activities carried out at school without any reinforcement from the family environment.

CONCLUSION

Overall, the implementation of the BUGEMM Program at SMA Plus Negeri 17 Palembang shows the implementation of the implementation function (actuating) that runs effectively and sustainably. This program is not only carried out administratively, but also able to mobilize all elements of the school to play an active role in supporting the improvement of students' literacy skills, especially in writing scientific papers. Clear direction, structured division of tasks, and intensive assistance from supervisors are key factors that allow students to follow each stage of activities systematically and in a directed manner.

The existence of supervisors as the main facilitators has a significant impact on the student learning process. Through continuous guidance, students are not only directed to produce scientific papers as the final product, but also trained to understand the scientific thinking process, starting from formulating problems, compiling a framework of thinking, processing reference sources, to presenting the results of writing logically and argumentatively. Thus, the BUGEMM Program contributes to the development of critical thinking skills, learning independence, and students' academic communication skills. The success of this program is also influenced by the synergy between school policies, the availability of literacy facilities and infrastructure, the competence of human resources, and parental support. A conducive school environment and a literacy culture that continues to be built encourage students to be more active in reading and writing activities. However, obstacles are still encountered in the form of low literacy interest among some students and the lack of optimal parental involvement in building literacy habits at home. These barriers show that strengthening literacy is not only the responsibility of the school, but also requires ongoing support from the students' families and social environment.

Taking these findings into account, the BUGEMM Program can be considered as a strategic effort in strengthening literacy culture and improving the quality of learning in secondary schools. This program has great potential to be further developed through innovation in mentoring methods, increased collaboration with parents, and the integration of literacy activities into cross-subject learning. Therefore, if managed consistently and accompanied by continuous evaluation, the BUGEMM Program not only contributes to improving students' ability to write scientific papers, but can also be a model of best practice in the development of adaptive and sustainable school literacy.

LIMITATIONS

This study has several limitations. It was conducted in a single school with a purposive sample of teachers, students, and coordinators, which may limit the generalizability of the findings. Data relied primarily on interviews, observations, and documents, which may be influenced by respondent bias or situational factors. Additionally, external elements such as student motivation and parental involvement, as well as the short-term observation period, may have affected the results. Future studies could expand to multiple schools, use mixed methods, and evaluate long-term impacts to provide a more comprehensive understanding of literacy programs like BUGEMM.

AUTHOR CONTRIBUTION

Winda Andini (WA) conceived the study, conducted the field research, collected and analyzed the data, and drafted the manuscript. Febriyanti (F) contributed to the research design, supervised the study, and reviewed the manuscript. Ani Marlia (AM) assisted in data interpretation, provided academic guidance, and contributed to revising and improving the final manuscript. All authors have read and approved the final version of the manuscript.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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