

# Enhancing Children's Literacy Through the Fifteen Minutes of Reading (FMR) Program at SDN 3 Cigedug

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Received: 24-05-2025

Revised: 09-06-2025

Accepted: 22-06-2025

Published: 30-06-2025

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**Abstract:** The "Fifteen Minutes of Reading" (FMR) program has been implemented at SDN 3 Cigedug with the aim of improving students' literacy skills. This program, which dedicates 15 minutes of reading before lessons each day, is designed to foster a habit of reading among primary school students, thus enhancing their reading comprehension, vocabulary, and critical thinking skills. The program addresses the challenge of improving literacy in a rural area where access to educational resources is limited. By incorporating a structured and regular reading time into the school day, FMR has shown positive results in improving students' reading abilities, increasing their interest in reading, and encouraging them to engage with various types of reading materials. Despite facing challenges such as irregular student participation, limited reading materials, and time constraints, the program has been successfully adapted through flexible scheduling, collaboration with local libraries, and supplementary reading sessions. The program has contributed to the overall development of students, equipping them with essential literacy skills for their future academic success. This initiative aligns with broader educational goals set by Indonesia's Ministry of Education and Culture and serves as a model for other schools in similar contexts.

**Keywords:** Literacy, Reading, Primary Education, Reading Comprehension, Rural Education, Literacy Development, Student Engagement.

## Introduction

Literacy plays a crucial role in the early stages of education, particularly at the primary school level, as it forms the foundation for students' future learning and academic success. Early literacy skills, such as reading and writing, are essential for cognitive development and overall academic achievement (Castillo-Martínez & Ramírez-Montoya, 2021; Wei, 2023; Yokubjonova, 2024). At the elementary level, students are introduced to the basic skills that will support their ability to understand and engage with a wide range of subjects throughout their education (Alam, 2022; Marougkas et al., 2023). Therefore, enhancing literacy skills at this stage is vital for fostering lifelong learning habits and preparing students for higher levels of education.

## How to Cite:

Al Munziroh, Z., Febriyanti, A., Rokayah, Y., Arif, M., & Irvani, A. I. (2025). Enhancing children's literacy through the Fifteen Minutes of Reading (FMR) program at SDN 3 Cigedug. *Journal of Interdisciplinary Community Empowerment*, 1(2). <https://journal.sigufi.com/index.php/jice>

The importance of literacy is particularly evident in the Indonesian context, where many students still face challenges in developing strong reading skills. In response to this challenge, the Ministry of Education and Culture has introduced various initiatives, such as the "Fifteen Minutes of Reading" program, aimed at improving literacy outcomes in primary schools. "Fifteen Minutes of Reading" focuses on dedicating a short, structured time period every day to reading activities, encouraging students to read for at least 15 minutes before starting their regular lessons. This initiative aims to foster a habit of reading among students, enabling them to enhance their comprehension and critical thinking skills.

The "Fifteen Minutes of Reading" program serves as an effective tool in addressing literacy challenges by providing a consistent and focused approach to reading practice. By integrating this daily routine into the school day, "Fifteen Minutes of Reading" not only helps improve students' reading skills but also cultivates a positive attitude toward reading. Through regular participation in the program, students develop better reading habits, which are crucial for academic success. Furthermore, it creates an opportunity for teachers to engage with students individually, helping to identify and support those who may need extra assistance with reading (Irvani & Anisah, 2024; Javaid et al., 2023; Vaughn & Fletcher, 2021). Ultimately, the "Fifteen Minutes of Reading" program plays a significant role in strengthening the overall literacy framework in primary education, contributing to the development of well-rounded, competent students.

The goal of the "Fifteen Minutes of Reading" program is to enhance students' literacy skills by providing dedicated time each day for focused reading activities. By allocating a specific time slot at the beginning of each school day, the program ensures that students engage in consistent reading practice, which is crucial for their overall literacy development. This structured reading period helps improve students' comprehension, vocabulary, and critical thinking skills, making reading a regular and enjoyable part of their routine (Al Roomy, 2022; Sari & Prasetyo, 2021).

The program aims to foster a love for reading among students, encouraging them to see reading as an enjoyable and valuable activity. By incorporating this practice into their daily schedule, students are not only improving their literacy skills but also building lifelong reading habits. The program serves as an opportunity to introduce students to a wide range of reading materials, from books to articles, further broadening their horizons and exposing them to diverse topics and genres.

"Fifteen Minutes of Reading" aligns with the broader educational goals of the Indonesian Ministry of Education and Culture, which seeks to improve the quality of education and literacy across the country. The program not only addresses the immediate literacy needs of students but also equips them with the tools necessary for academic success in the long term. By focusing on improving reading skills early in students' education, the program contributes to the development of well-rounded, competent learners who are better prepared to succeed in their future academic and professional endeavors (Hue, 2024; Mamuladze et al., 2024).

SDN 3 Cigedug is a primary school located in the remote area of Cigedug, Garut, West Java, which faces unique challenges in providing quality education. The school is situated in a highland area with difficult access, especially during the rainy season. Despite these geographical constraints, the school is committed to offering quality education and has made significant efforts to integrate various educational programs, including "Fifteen Minutes of Reading," into its daily activities. This program plays a vital role in addressing the literacy needs of students, many of whom face challenges with basic reading and numeracy skills.

The implementation of the "Fifteen Minutes of Reading" program at SDN 3 Cigedug is part of a broader initiative to improve the educational quality and learning outcomes of students in the area. Given the limited access to resources such as libraries or digital learning tools, the program provides an essential structure for students to engage with reading on a daily basis. By dedicating just fifteen minutes each day to reading, the school has created an opportunity for students to develop their literacy skills, which are critical for their academic and personal development (Anisah, 2023; Boushey & Moser, 2023).

The program has been integrated into the school's daily routine to ensure that it becomes a regular and sustainable practice. Teachers and students have embraced the "Fifteen Minutes of Reading" initiative, with teachers providing guidance and selecting appropriate reading materials that

are aligned with the students' level of literacy. This daily reading time not only helps improve students' reading proficiency but also cultivates a habit of reading outside the classroom, reinforcing the importance of literacy as a lifelong skill. Through this program, SDN 3 Cigedug is making significant strides toward improving the educational experience and future prospects of its students.

## Method

The implementation of the "Fifteen Minutes of Reading" (FMR) program at SDN 3 Cigedug is designed to improve students' literacy in a simple yet effective way. The program is conducted daily before lessons begin, with a duration of 15 minutes. This activity takes place three times a week, providing students with regular opportunities to read each week. The allocated time is used optimally to nurture a reading habit from an early age, which is expected to foster a high interest in reading among students while gradually improving their literacy skills.

The participants in this program involve three main parties: students, teachers, and university students as mentors. The students participating are from grades 1 to 6 at SDN 3 Cigedug, who are the primary target of this program. Each reading session is guided by the class teachers, who are responsible for the daily implementation. Additionally, university students involved in the Kampus Mengajar Program, Batch 3, actively serve as mentors, assisting in the selection of appropriate reading materials and motivating students to participate enthusiastically in the activity.

The reading materials used in this program vary, ranging from storybooks that are age-appropriate and engaging for students, to text materials that align with the curriculum. Storybooks are chosen because they can capture students' attention with entertaining yet educational stories, while textbooks are used to deepen students' understanding of the material that has been taught. In some cases, other materials relevant to the topics being studied are included, providing diversity in the types of reading and topics that students engage with.

The program is closely monitored by both teachers and student mentors. Each "Fifteen Minutes of Reading" session is supervised to ensure that students are focused on the reading activity without distractions. The class teacher observes students who may be struggling with reading and provides additional support when necessary. Furthermore, regular evaluations are conducted by the teachers and student mentors to assess students' progress in reading and to ensure the effectiveness of the program. The evaluation results are used to adjust the reading materials to suit the students' reading levels, ensuring continuous improvement in their literacy development.

Through continuous supervision and evaluation, the "Fifteen Minutes of Reading" program is expected to achieve its goal of enhancing students' reading skills. Additionally, the program provides students with the opportunity to build a reading habit that will benefit them throughout their lives. With full support from the teachers and student mentors, as well as a variety of engaging and diverse reading materials, this activity becomes an important step in strengthening literacy at SDN 3 Cigedug.

## Result and Discussion

### Program Achievements

The "Fifteen Minutes of Reading" (FMR) program has shown significant achievements in improving students' literacy skills at SDN 3 Cigedug. One of the key outcomes of the program has been the noticeable improvement in students' reading abilities. Students who initially struggled with basic reading skills have shown progress, with many now able to read with better comprehension and fluency. The structured 15-minute reading session, held three times a week, has provided consistent practice for students, helping them develop confidence and competence in reading.

In addition to improving reading skills, the program has also sparked a growing interest in reading among the students. Prior to the implementation of FMR, many students were not accustomed to regular reading, but the program has fostered a sense of enthusiasm and curiosity about books. This shift in attitude towards reading is evident as students actively participate in the reading sessions, engaging with the texts and enjoying the process of learning through reading. This increased interest in reading is expected to have long-term benefits, encouraging students to continue reading outside of school hours and nurturing a lifelong habit of learning (Ali et al., 2024; Chalukya, 2021).

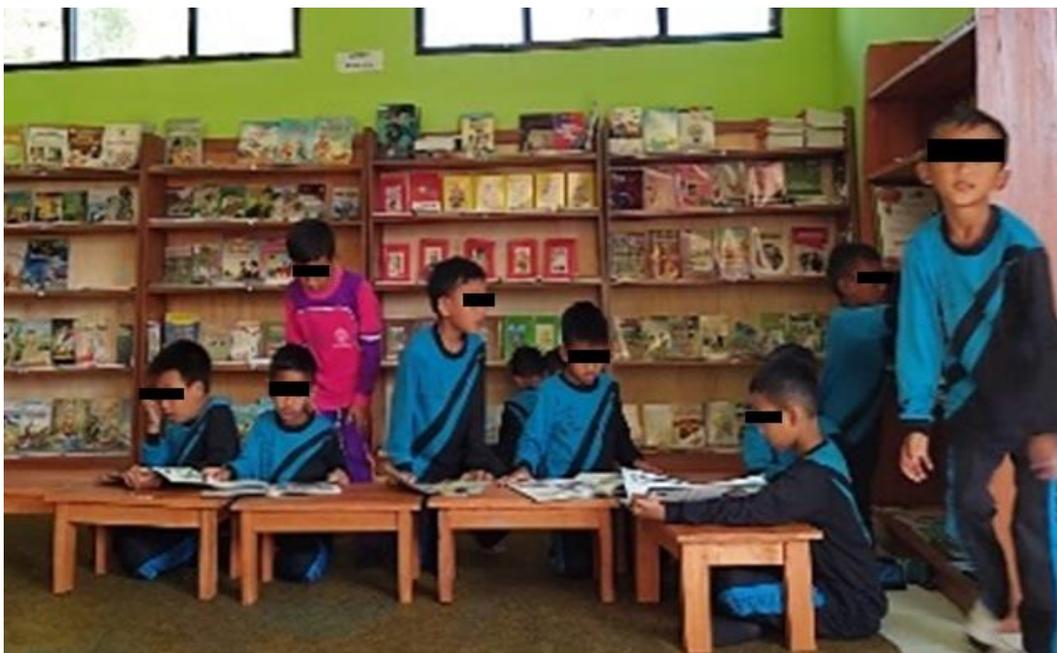
Another significant achievement of the program is the active involvement of the teachers in supporting the implementation of FMR. Teachers have played a critical role in guiding the students during the reading sessions, providing encouragement, and helping those who require additional assistance. The program has also allowed teachers to better assess the individual reading needs of their students and tailor their support accordingly. The collaboration between teachers and university mentors has been instrumental in ensuring the program's success, with both parties working together to create a positive learning environment that prioritizes literacy (Atenas et al., 2023; Johnson & Griffin, 2024).

The "Fifteen Minutes of Reading" program at SDN 3 Cigedug has achieved its goals of improving reading skills, increasing students' interest in reading, and fostering stronger collaboration between teachers and mentors. The positive outcomes of the program highlight the importance of regular, structured reading activities and the critical role that teachers play in supporting literacy development. Moving forward, the program holds great potential to further enhance the literacy levels of students and contribute to their overall academic success.

### Challenges Faced

Despite the successes of the "Fifteen Minutes of Reading" (FMR) program at SDN 3 Cigedug, several challenges have emerged during its implementation. One of the primary obstacles has been the irregularity of student participation. While the program aims to provide consistent reading practice, some students have struggled to attend the sessions regularly due to personal factors such as illness, family obligations, or other school-related activities. This inconsistency has impacted their ability to fully benefit from the program, as regular participation is crucial for developing strong reading habits and improving literacy skills over time (Vargas et al., 2024; Wani & Ismail, 2024; Ximenes, 2025).

Another challenge faced during the program's execution was the limited availability of reading materials. Although the school has made efforts to provide appropriate books for the students, the selection of materials remains insufficient for catering to the diverse reading levels and interests of the students. This lack of variety in reading materials has made it difficult to keep all students engaged, particularly those who may find certain types of texts less appealing (Howell, 2021; Walker & Koralesky, 2021). The absence of more advanced or varied resources has hindered the program's potential to cater to the broader range of student abilities and interests.



**Figure 1.** One of the Activity Documentations in the Fifteen Minute Reading Program

The limited amount of time allocated for the reading sessions has been another challenge. While the 15-minute reading period is effective for providing short bursts of reading practice, it sometimes proves insufficient for students who require more time to develop their reading skills. Some students, particularly those who struggle with basic literacy, need additional support and longer periods of reading practice to make significant progress. The condensed timeframe has also posed a challenge for teachers and mentors in fully addressing the diverse needs of students during the reading sessions, limiting the effectiveness of personalized guidance (Boumalek et al., 2025; Chavez-Valenzuela et al., 2025; Le & Ho, 2025).

To overcome these challenges, several adjustments can be made in the future. Increasing the number of reading sessions per week, expanding the variety of reading materials, and incorporating additional time for reading practice could help address the issues of irregular participation and limited resources. Additionally, providing more targeted interventions for students who require extra support and ensuring that all students are encouraged to participate regularly would enhance the program's overall effectiveness. By tackling these challenges, the "Fifteen Minutes of Reading" program has the potential to achieve even greater success in improving literacy at SDN 3 Cigedug.

### **Solutions and Fixes**

To address the challenges encountered during the implementation of the "Fifteen Minutes of Reading" (FMR) program at SDN 3 Cigedug, several solutions and improvements have been proposed and put into practice. First, to tackle the issue of irregular participation, the program has incorporated more flexible scheduling options. For example, reading sessions have been adjusted to ensure that they are held on days when most students can attend. Additionally, teachers and mentors have made efforts to contact absent students and encourage them to attend the sessions, emphasizing the importance of consistent participation for their academic growth.

To overcome the limited availability of reading materials, the school has started collaborating with local libraries and educational institutions to borrow additional books for the students. Furthermore, teachers have also encouraged students to bring their own books from home, creating a more diverse range of reading materials. This approach not only increases the variety of texts available but also allows students to explore topics they are personally interested in, thereby enhancing their engagement with reading. Teachers have also curated digital resources and online reading materials, further expanding the options for students (Sharma, 2022; Woodruff, 2025).

In response to the challenge of time constraints, the program has introduced a supplementary reading time during other school activities, such as before lunch or during breaks, allowing students to engage in additional reading practice. Furthermore, teachers have been trained to provide more focused and individualized attention to students who require extra support. This has included offering one-on-one reading sessions for struggling students, ensuring that they receive the additional time and guidance needed to improve their reading skills. These efforts have helped maximize the effectiveness of the limited time allocated for reading sessions.

Further improvements to the program could involve incorporating a greater variety of reading activities that cater to different learning styles. For example, introducing group reading activities, storytelling sessions, and interactive digital platforms could increase students' engagement and motivation. Additionally, regular assessments of students' reading progress, combined with more personalized reading goals, could help track their development and ensure that the program remains adaptable to the diverse needs of all students. By continuously refining the program with these adjustments, the "Fifteen Minutes of Reading" initiative will be able to achieve even greater success in enhancing literacy among students at SDN 3 Cigedug.

### **Conclusion**

The "Fifteen Minutes of Reading" (FMR) program at SDN 3 Cigedug has proven to be an effective initiative in enhancing students' literacy skills, fostering a love for reading, and creating a sustainable reading habit. By dedicating just 15 minutes of reading each day before lessons begin, the program provides students with a structured and consistent opportunity to engage with various reading materials. This routine not only improves their reading comprehension and vocabulary but also

cultivates a positive attitude towards reading. With regular participation, students have shown significant progress in their literacy skills, and many have developed greater enthusiasm for reading.

Despite the successes of the FMR program, challenges such as irregular participation, limited reading materials, and time constraints were encountered during its implementation. However, the school and mentors have taken proactive steps to address these issues. Adjustments to scheduling, increased collaboration with local libraries, and the introduction of supplementary reading sessions have helped mitigate these challenges. Additionally, providing more targeted support for struggling readers and diversifying the reading materials have contributed to the program's success. These efforts ensure that students who need extra assistance receive the attention they require to improve their literacy.

The FMR program has made significant strides in achieving its goals, but there is still room for improvement. Future enhancements could include incorporating a broader variety of reading activities that cater to different learning styles and expanding the range of reading materials available to students. Regular assessments of reading progress and personalized reading goals would help ensure that each student receives the appropriate support to thrive. With these improvements, the program has the potential to further strengthen literacy skills and contribute to the long-term academic success of students at SDN 3 Cigedug.

The "Fifteen Minutes of Reading" program at SDN 3 Cigedug has been a valuable tool in improving literacy outcomes for students. It has successfully created a habit of reading, enhanced students' academic skills, and fostered a lifelong interest in reading. Through continuous efforts to refine the program and address challenges, FMR holds great potential to further transform the educational experience for students and contribute to the broader goal of improving literacy in primary schools across Indonesia.

#### **Acknowledgments**

We would like to express our sincere gratitude to the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia for their invaluable support in funding the Kampus Mengajar program. This program has provided an exceptional opportunity for university students to contribute to the improvement of education in rural areas, particularly in enhancing literacy skills among primary school students.

#### **Conflicts of Interest**

The authors declare that there are no conflicts of interest related to the publication of this article. All research, data collection, and analysis were conducted with integrity, and the results presented are unbiased and free from any external influence. The authors have no financial or personal relationships that could inappropriately affect or influence the content of this study. The research was carried out with the sole purpose of contributing to the academic and educational fields, ensuring transparency and accountability throughout the process.

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