

Implementation of Feeding and Learning Center to Increase the Reading Interest of Learning Citizens in the Inland Mentawai Islands **Astina Hotnauli Marpaung¹, Roma Asima Martogi Marpaung²**

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ABSTRAK

This study aims to examine the implementation of the Feeding and Learning Center (FLC) program in increasing children's interest in reading in the interior of the Mentawai Islands. The research method used is qualitative research with a case study approach. Data collection was conducted through in-depth interviews with inland teachers in each FLC, local teachers, school principals, parents, and high grade students. In addition, direct observation and analysis of relevant documents were also conducted. Based on the results of the study, it was concluded that the Feeding program or a meal program for learning was implemented three times a week by providing healthy food such as green beans, energen, milk, and eggs, while the Learning Center program was implemented every day with flexible methods such as reading on a canoe, making collages, and teaching parents to read on the terrace of the house. The results showed significant improvements in children's energy, concentration and interest in reading, as well as community involvement in supporting education. This research is expected to contribute to the realization of Mentawai Islands inland children who love to read and realize that reading skills are important.

Keywords: *Feeding; Learning Center; Reading Interest.*

INTRODUCTION

Indonesia, as the largest archipelago in the world, consists of thousands of islands spread along the equator. Its cultural diversity and natural wealth are unique characteristics, but also present various challenges, especially in terms of access and quality of education. The Mentawai Islands, located off the west coast of Sumatra, are one of the regions facing this challenge. The isolated geographical condition and limited infrastructure make it difficult for learners in this area to access adequate educational facilities and reading resources. Reading interest is one of the important indicators in measuring the quality of education in a region. Unfortunately, in the Mentawai Islands, the reading interest of the learners is still relatively low. This is caused by several main factors, namely limited access to reading materials, limited educational facilities, economic constraints, and lack of qualified teaching staff. Quality books and reading materials are very limited in inland areas such as Mentawai, and their distribution is often hampered by difficult geographical conditions. Many schools in the Mentawai Islands do not have an adequate library or reading room, and library or reading room, and the facilities that do exist are often often in poor condition. In addition to In addition, many families in the Mentawai Islands basic needs such as food and clothing rather rather than education, so the allocation of funds for book purchases becomes very limited. Qualified and dedicated teaching staff and dedicated teaching staff is also one of the constraints, as many teachers are reluctant to be placed in remote areas for various reasons, including the lack of supporting facilities. support facilities. Feeding and Learning Center (FLC) is a concept that integrates healthy feeding with engaging learning activities. FLC aims to address two main problems at once problems, namely malnutrition and low interest in reading. Providing healthy food is expected to fulfill the basic needs of children's basic needs, so that they are healthier and ready to receive learning. People Mentawai people make sago and fish as their staple food. Sago is obtained from sago trees that thrive in the swampy forests around theirswamp forests around where they live. Besides that, they also cultivate by clearing the forest using simple tools. tools. Their crops, such as taro and sweet potatoes, are also their daily meals. To supplement nutritional needs, they utilize fruits that are abundant around the place of residence, such as durian, banana, and papaya. Meanwhile, learning activities are designed to be interesting and interactive learning activities aim to increase interest in reading and motivation to learn reading. The main components of FLC include provision of food healthy feeding, which prioritizes the fulfillment of facilities conducive learning, and activities thus increasing their interest in reading. learning interactive with teacher who live in the area. Adequate nutrition is important basis for cognitive and physical development development of children. By providing healthy food, FLCs help ensure that children have the energy and optimal health for learning. FLC also provides reading rooms and and learning facilities that are comfortable and attractive, where books and reading materials are selectively chosen selectively to interest the children and appropriate to their needs. activities learning activities at FLC are designed to interest children through interactive and participatory methods, which involving various activities such as reading together, group discussions group discussions, and educational games that stimulate interest in reading. Reading interest is the urge within a person to read and seek information through reading. According to (Day and Bamford, 1998), interest reading can be improved through the provision of interesting reading materials interesting reading materials, opportunities to read, and a supportive environment. In context of FLC, the provision of interesting reading materials interesting reading materials and a conducive environment environment are the main keys in increasing interest in reading among learners in the Mentawai Islands. Maslow's Needs Theory (Maslow, 1943) explains that humans have a hierarchy of needs that start from physiological physiological needs to self-actualization needs. The provision of healthy food at FLC aims to fulfill the physiological needs of childrenchildren, which is the base of Maslow's pyramid of Maslow's pyramid of needs. Once these basic needs needs are met, children are expected to be able to Social Learning Theory proposed by (Bandura, 1977) emphasizes the importance of observation, imitation, and modeling in the process of learning process. At FLC, children learn through interaction with peers and educators in collaborative learning activities. These activities encourage children to observe and imitate positive reading behavior, thereby increasing their interest in reading.

Previous research shows that interventions that combine nutrition and increased access to quality reading materials have significant positive impact on interest in and learning achievement in

remote areas. Research conducted by (Sunarti and Julia, 2005) investigated the effect of supplementary feeding on the learning concentration of primary school students in Ngemplak District, Sleman Regency. The results showed that the nutritional status of the respondents was generally good, based on the z-score values of BW/TB and TB/U. There was a significant difference between the morning and afternoon concentration scores, and between the treatment and control groups at both times ($p < 0.001$). There was also a significant correlation between afternoon concentration scores and various energy and protein intake factors from the morning meal and morning snack ($p < 0.001$), with a coefficient of determination (R^2) of 0.31. Thus, it can be concluded that supplementary feeding with appropriate nutritional values has a positive influence on improving the learning concentration of primary school students. This study supports the importance of nutritional interventions, particularly through supplementary feeding, as an effort to improve learning concentration and, ultimately, students' academic achievement. The findings emphasize the need for more attention to the provision of balanced nutrition in the school setting as part of future human resource development strategies.

Research conducted by (Lestari, 2011) entitled Evaluation of the Role of the Supplementary School Feeding Program (PMT-AS) on Nutritional Status, Hemoglobin Levels and Student Learning Achievement (Case Study on Elementary/Middle School Students Receiving PMT-AS in Kalibening District, Banjarnegara Regency in 2010) revealed several important findings related to the effectiveness of the PMT-AS program. This study showed a significant difference in the nutritional status of primary school students before and after the PMT-AS program with a p value of 0.030 ($p < 0.05$). In addition, students' hemoglobin levels also showed significant changes, with a p value of 0.000 ($p < 0.05$). However, there was no significant difference in students' learning achievement before and after the PMT-AS program, with a p value of 0.09 ($p > 0.05$). These results confirm that the PMT-AS program is effective in improving students' nutritional status and hemoglobin levels, but has no significant effect on learning achievement.

Based on the results of two studies related to supplementary feeding, it is clear that nutritional interventions play an important role in supporting students' health and concentration, but their impact on academic achievement is more complex. (Sunarti and Julia, 2005) research shows that supplementary feeding improves students' learning concentration, which is a key factor in the learning process. Meanwhile, (Lestari, 2011) study confirmed that the Supplementary School Feeding Program (PMT-AS) was effective in improving students' nutritional status and hemoglobin levels, but showed no significant impact on learning achievement. In conclusion, while supplementary feeding may improve aspects of health and concentration, its impact on academic achievement may be influenced by other factors that have not been fully explored. Further research is needed to understand the mechanisms behind how improvements in health and concentration contribute to students' overall academic performance.

Research by (Elviana, 2024) entitled The Effect of School Environment on Student Learning Interest at SMP Negeri 1 Citeureup concluded that the school environment has a significant influence on student learning interest. This study, which used a quantitative descriptive method with a simple random sampling technique, found that the calculated t value of 11.251 was much greater than the t table of 1.991, with a significance value of 0.000. This indicates that the null hypothesis (H_0) of the school environment has a significant effect on student learning interest. This shows that the null hypothesis (H_0) is rejected, indicating a significant positive effect of the school environment on student interest in learning. The coefficient of determination shows that 62.5% of the variation in students' interest in learning can be explained by the school environment factor, while 37.5% is influenced by other factors not examined in this study. Therefore, to increase students' interest in learning, it is important for schools to create a conducive environment both physically and non-physically. This study recommends that school principals improve facilities and infrastructure, teachers increase student motivation through praise and better interaction, and students become more active in the learning process.

By creating comfortable libraries, providing interesting books, and organizing interactive literacy activities, the research schools showed a significant increase in students' reading interest. This finding supports the Feeding and Learning Center concept that creates a conducive learning environment to increase interest in reading, reading interest.

Research by (Lestari et al, 2023) on the Effect of Literacy Movement on Reading Literacy Skills of Elementary School Students shows that the literacy movement which involves reading practices for 15 minutes before lessons has a significant impact on the reading literacy skills of grade V students of SDN Sukalaksana 02. This study used a quantitative experimental design with t-test analysis (Paired Sample T-Test) to compare pre-test and post-test results. The results of the analysis showed a significance value of less than 0.05 ($0.001 < 0.05$), indicating a significant difference between the pre-test and post-test results. This finding underlines that the implementation of the literacy movement can effectively improve students' reading literacy skills. Therefore, the literacy movement, which involves the use of quality reading books, proved to be an effective method in improving students' reading skills and is recommended to be implemented as a strategy in teaching literacy in primary schools.

According to research (Anjani et al, 2019) in their study The Effect of School Literacy Movement Implementation on Reading Interest and Reading Comprehension Ability of Grade V Elementary School Students in Gugus II Kuta Utara identified that the implementation of the school literacy movement significantly affected students' reading interest and reading comprehension ability. This study shows that the implementation of a literacy program in schools that involves regular reading activities can improve both of these aspects. With the results showing improvements in reading interest and reading comprehension ability, the findings support the importance of the literacy movement as an effective strategy to improve students' reading skills.

According to research (Aswat and Nurmaya G, 2019) in their article Analysis of the Classroom Reading Corner Literacy Movement on the Existence of Children's Reading Power in Elementary Schools emphasized the positive influence of the classroom reading corner program on the existence of children's reading power. This study shows that the existence of a well-managed reading corner in the classroom can significantly affect students' reading power, namely their ability to understand and utilize reading materials. With a reading corner, students have access to more and varied reading materials that support the development of their reading skills.

The combined conclusion of these two studies is that the literacy movement, whether through the implementation of a general school literacy program or the provision of classroom reading corners, has a significant positive impact on students' reading ability and interest in reading. These two approaches show that a supportive literacy environment and reading materials available in schools can effectively improve students' reading skills and interest in reading. Therefore, the development and implementation of a comprehensive literacy program and the provision of adequate reading facilities in schools are strongly recommended to support students' literacy development.

The FLC program includes teacher training programs, provision of engaging reading materials and community-based literacy activities. The results showed significant improvements in reading interest and literacy skills among participating students, which is relevant to the Feeding and Learning Center concept in addressing literacy challenges in remote areas. The overall research mentioned above supports the Feeding and Learning Center concept that integrates healthy feeding with interactive learning activities to address the low interest in reading in the Mentawai Islands. By creating a conducive learning environment and meeting children's basic needs, programs like FLC have great potential to improve the quality of education and community welfare in remote areas.

During her year living and working in the interior of the Mentawai Islands, the researcher lived in an empty house next to a school building reserved for migrant teachers. Every day, the house was visited by the community and school children to talk and learn in the house where I lived. Researchers made observations, dialogues and saw facts in the field that the interest in reading of the people in the interior of the Mentawai Islands, especially in South Siberut District, is still very low. Researchers found cases where many parents could not read the brand of fertilizer, the name of the rice in the sack or read the circular letter they received through the Social Foundation or local government when there was an aid distribution. This condition also makes parents unable to teach their children to read at home. In inland schools in South Siberut sub-district, these limitations include teacher training, the supply of educators, the low quality of teacher human resources and the lack of reading facilities to overcome nutrition problems and provide students with maximum reading learning opportunities at school. The background of the researcher conducting this research is that there are several case findings in the field, namely; first, many children in the interior of the Mentawai Islands are sleepy

and do not focus on learning because they are hungry and do not have breakfast, even children bring sago cooked in bamboo to school to eat at school because they do not have pocket money. Secondly, there is very limited or even no availability of reading books and reading facilities in schools. Third, the limited number of teachers in Mentawai Islands inland schools and the last is that many parents in the Mentawai Islands inland still cannot read so they cannot teach their children at home and are often deceived in everyday life because they are unable to read important writing. The implementation of the Feeding and Learning Center is expected to have a significant positive impact on the interest in reading of the learning community in the Mentawai Islands. With the fulfillment of nutritional needs and adequate learning facilities, children will be healthier and more motivated to learn. This increased interest in reading will have an impact on improving the quality of education and, in the long term, can contribute to improving the social and economic welfare of the local community. This important background to the implementation describes the Feeding and Learning Center as an integrative solution to increase the reading interest of learning citizens in a conducive learning environment, the FLC has great potential to bring positive changes in education and community life in the area. The approach based on reading interest theory, Maslow's needs theory, and social learning theory provides a strong foundation for the success of this program. Therefore, the researcher is interested in researching and exploring the implementation of the Feeding and Learning Center (FLC) and its impact on the reading interest of the learners in the Mentawai Islands. the interior of the Mentawai Islands.

RESEARCH METHODS

The research method used is qualitative research with a case study approach. According to Creswell, in Sugiyono (2023: 45) a case study is a type of qualitative research, where the author conducts in-depth exploration of programs, events, processes, activities for individuals related to time and activities. Case studies aim to study intensively the background of the problem of the current state and position of an event, as well as the interaction of certain social environments that are as they are. Data collection was conducted through in-depth interviews with inland teachers (10 people), local teachers (3 people), principals in inland schools (3 people), parents of students (4 people) and students who often visit the inland teacher's placement house as the place where all FLC activities are carried out (15 people) who are the subjects of this study. In addition, direct observation and analysis of related documents were also conducted. All information obtained from the field was verified for accuracy through a data triangulation process. This research aims to explore the implementation of Feeding and Learning Center (FLC) and its impact on the interest in reading of the learning community in the interior of Mentawai Islands. The research locations are several villages in the interior of Mentawai Islands that have implemented Feeding and Learning Centers, selected based on accessibility criteria, involvement in the FLC program in South Siberut District (FLC Madobag, FLC Rogdog, FLC Ugai, FLC Buttui and FLC Matotonan). This research was conducted in July 2021 - April while living in the interior of the Mentawai Islands. Subject selection was purposive to obtain rich and in-depth information related to implementation and impact of FLC..

RESULTS AND DISCUSSION

Result

Based on the results of observations made by researchers, several cases were found in the field, namely many children in the interior of the Mentawai Islands came to school sleepy and did not focus on learning because they were hungry, did not have breakfast, and only brought sago cooked in bamboo as lunch because they did not have pocket money. This condition causes low concentration and enthusiasm for learning. In addition, rural schools are severely limited in the availability of reading books and reading facilities, with some schools having no reading books at all and no library or adequate reading room. The limited number of teachers is also a serious problem, with many schools having only a few teachers who have to handle many students, resulting in suboptimal teaching quality.

In addition, many parents in this area cannot read, so they cannot help their children learn at home and are often deceived in daily life because they are unable to read important information.

The presence of FLCs in the interior of the Mentawai Islands only focuses on areas or villages that are still very underdeveloped, have many malnutrition sufferers, high school dropout rates and communities that still have low interest in reading. Based on a report from the West Sumatra Health Office, the prevalence of malnutrition in the Mentawai Islands in 2021 was recorded at 10-15% of the total population of children under the age of five. This figure indicates a serious problem related to the fulfillment of nutritional needs in the area. In addition, the prevalence of stunting due to chronic malnutrition in the Mentawai Islands in 2021 reached around 30%, according to data from the Indonesian Toddler Nutrition Status Survey (SSGBI) released by the Ministry of Health. This situation reflects a major challenge in terms of children's health in the Mentawai Islands.

In terms of literacy, the literacy rate in Mentawai Islands is still relatively low compared to other regions in Indonesia. Data from the Central Bureau of Statistics (BPS) and reports from several education NGOs in 2021 show that only around 50-60% of the school-age population has adequate reading skills. Field surveys conducted by several non-governmental organizations (NGOs) found that approximately 70% of schools in the Mentawai Islands have very limited or no access to adequate reading materials.

This has a significant impact on the low interest in reading among students in the area. To give perspective, the national average for malnutrition in Indonesia is around 7%, and the national stunting prevalence is around 27% in 2021. The national literacy index shows that around 90% of school-aged children have basic reading skills, much higher than the Mentawai Islands. Facing these challenges, the local government and various non-governmental organizations are working together to improve access to nutritious food and better education. Programs such as the Feeding and Learning Center (FLC) are expected to address these issues by providing healthy food, reading books, and training for teachers and literacy programs for parents.

The implementation of the Feeding and Learning Center (FLC) provides a solution by providing healthy meals before learning activities begin, which helps boost children's energy and focus during lessons. The provision of nutritious food as an additional meal is carried out 3 (three) times a week before tutoring hours in the afternoon or evening begin. The types of nutritious food provided include green bean porridge, milk, marie bread, energen, eggs and biscuits alternately according to the availability of the menu and food ingredients. The process of cooking nutritious food is assisted by parents of students and high class students according to a mutually agreed schedule. Cooking ingredients are provided by the Foundation but there are also contributions of labor and equipment from residents such as firewood or stones for the stove cooking. Before the afternoon or evening tutoring activities are carried out, 3 (three) times a week children in the interior of Mentawai Regency who are in elementary and junior high schools who are registered as tutoring participants at FLC Rogdog, FLC Madobag, FLC Ugai, FLC Buttui and FLC Matotonan will be distributed nutritious food in their respective villages by the interior teachers on duty there. In the technical distribution of the food, the children serve their friends in an orderly queue. The participation and collaboration between the inland teachers, students, school authorities and parents in implementing the feeding program makes the FLC program run well in all villages in South Siberut District, Mentawai Islands. Community engagement theory emphasizes the importance of community participation in the success of FLC.

According to research conducted by Hidayat and Surya (2020), non-formal education programs that involve the community in planning and implementation show a significant increase in participation and program success. This involvement includes contributions in the form of labor, materials and moral support.

The positive impact of feeding, also known as eating to learn, has had a positive impact in each village implementing the FLC program, such as increased attendance rates for school and tutoring. Children who previously left school to follow their parents to the forest or mountain for days in search of sago or game would come down from the mountain because they felt they were getting food and knowledge at the same time. Based on interviews with inland teachers at each FLC in the interior of the Mentawai Islands, school principals, students and parents, since the feeding program, there are no longer children who fall asleep in class due to hunger, children who bring sago from bamboo (obbuk) and eat while studying.

Figure 1: Tutoring children drinking energen and eating biscuits



This condition is supported by Maslow's Needs Theory which states that physiological needs such as food are the base of the pyramid of human needs. In a systematic review by (Hoyland et al, 2008) on The effect of breakfast on cognitive performance of children and adolescents, it was shown that breakfast consumption has a positive impact on cognitive performance of children and adolescents, especially for those who are undernourished or threatened. The research includes acute experimental studies, school meal programs, and habitual breakfast consumption studies that show that breakfast is more beneficial than skipping breakfast. The positive effects of breakfast are more pronounced in children with compromised nutritional status, and there are indications that school breakfast programs can improve academic performance, although this may be partly due to increased school attendance encouraged by the program. This supports that the provision of healthy food at FLCs helps children in at Mentawai to be more focused and energized in learning.

FLC also provides a cozy reading room in the house where the inland teacher lives or in an open courtyard that makes students comfortable learning in nature with learning media that are also easily found in nature, available various interesting reading books provided by volunteers (local teachers) to fill the shortage of teaching staff in inland schools. In addition, FLC implements literacy programs for parents, helping them learn to read and write in order to support their children's education at home and reduce their vulnerability to fraud due to illiteracy. The theory of interest in reading by (Day and Bamford, 1998) states that interest in reading can be improved through can be increased through the provision of interesting reading materials, opportunities to read, and a supportive environment. The implementation of FLCs that provide reading rooms and reading books in the Mentawai Islands shows similar results, namely an increase in reading interest among children since the inland teachers implemented the FLC program. Based on the results of the interviews, it was found that the learning center can be carried out on a canoe or boat while reading storybooks, on the terrace of a social house while telling stories and sticking collages, in nature while bringing several illustrated reading books and even in a reading hut built jointly by inland teachers, students who follow tutoring in the learning center and are assisted by several communities. Social learning theory by (Bandura, 1997) also emphasizes the importance of models and observation in the learning process. Teachers as learning models have inland teachers, as well as conducting training a crucial role in setting a good example and educating children.

In the context of FLC, educational materials can be linked to everyday activities such as cooking and gardening, which provide practical and meaningful learning experiences. In order for the learning center to be sustainable in the long term to foster interest in reading in the interior of the Mentawai Islands, it is necessary to train local teachers as volunteers for several months to then become tutors at the FLC who already understand what children's learning needs are in the interior of the Mentawai Islands and how to use the right methods to increase children's and communities' interest in reading. By conducting training for local teachers and inviting volunteer teachers, FLC tries

improving children's interest in reading and the quality of education in the area. With a comprehensive and participatory approach, FLC successfully creates a more conducive learning environment and supports the literacy development of children in the interior of the Mentawai Islands. In contrast to feeding which is only 3 times a week, the learning center is held every day and according to the needs of the learning community with a place that is also tailored to learning needs and creative media that is easily available in the surrounding environment. Feeding and Learning Center (FLC) can be understood as a holistic approach in non-formal education that combines nutrition provision with education. This holistic theory assumes that basic needs such as food must be met before learning can take place effectively.

The implementation of FLC in the Mentawai islands implements needs-based learning where the curriculum and teaching methods are tailored to the specific needs of the children served. The use of positive reinforcement in FLC learning is one aspect of the theory of motivation and positive reinforcement. The use of positive reinforcement in Feeding and Learning Center implementation, such as praise and appreciation, can motivate children to be more active in helping children understand the importance of learning. This theory is supported by the results of research conducted (Ismail Adam Ismail, 2023) examining how positive reinforcement can increase student engagement in the educational environment. This study shows that the use of positive reinforcement can effectively increase students' academic, behavioral, and social engagement.

In addition to cognitive aspects, the implementation of FLC in the Mentawai Islands hinterland also focuses on children's social-emotional development because the hinterland teachers when implementing the feeding, preparing and distributing the feeding involve the students directly. After finishing the feeding, it will be continued with KBM in the learning center which is agreed by the inland teachers and students. Inland teachers who live 24 hours in the school environment make inland children often do positive activities together besides learning such as looking for wood or washing in the river. The closeness between teachers and students makes students feel happy to come to the learning center every day to read. Social-emotional development theory emphasizes the importance of this aspect in education.

A good FLC program should provide an environment that supports this development through structured play activities and social interactions. The next relevant theory is the nutritional literacy development theory. Psychological well-being theory Psychological well-being theory states that good mental and emotional conditions greatly affect children's learning abilities. Research by (Diener and Ryan, 2018) shows that children who feel safe, loved and emotionally supported perform better academically how better academic performance. FLC programs that provide a safe and supportive environment can help develop children's psychological well-being, which in turn improves learning effectiveness. In its implementation, the FLCs in each village in South Siberut sub-district, Mentawai Islands take into account the theory of inclusive education by (Ainscow and Miles, 2019), which emphasizes the importance of providing accessible and inclusive education for all children, including those with special needs. FLCs should adopt an inclusive approach that ensures every child, regardless of their background or condition, gets equal opportunities to learn and develop. This research shows that an inclusive approach not only benefits children with special needs but also enriches the learning experience of all children. As such, the Feeding and Learning Center in the interior of the Mentawai Islands is a comprehensive solution for non-formal education, integrating the fulfillment of basic needs with education where non-formal programs such as the FLC are tailored to individual needs. This model can serve as a guideline for Suggestions for the development of similar programs in various communities. various communities.

Discussion

This research shows that there is an increase in energy and concentration during lessons because there is feeding for learning and there is a learning center which is a place where children are free to express learning to read and make reading a good habit. In addition, the Learning Center program, which is implemented every day with flexible methods such as reading on a canoe or boat, making collages and teaching parents to read on the terrace of their homes, succeeds in creating a dynamic and interesting learning environment. This method not only increases children's interest in reading but also involves the community at large, including parents, thus building a strong literacy

culture in the community. The implementation of the Feeding and Learning Center (FLC) program in the interior of the Mentawai Islands has a positive impact on improving nutrition and children's interest in reading. The Feeding or eating to learn program is implemented three times a week by providing healthy food such as green beans, energen, milk and eggs, which are adjusted to the availability of food ingredients.

As a result, children who were previously sleepy and unfocused due to hunger showed increased energy and concentration during lessons. In addition, the Learning Center program is implemented every day with flexible methods such as reading on a canoe.

CONCLUSIONS

It is important to conduct a long-term evaluation of the impact of the FLC program, not only in terms of increased interest in reading, but also in the formation of sustainable reading habits among children. The article could propose further research to assess whether the increased concentration and energy in children persists over a longer period of time and how this affects their overall academic development.

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