



The implementation of the SAGUSAKA program as a strategy to foster writing habits among students at MTs Negeri 2 Bantul.

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Abstract

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This study aims to describe the implementation of the One Week, One Work (SAGUSAKA) program and analyze its impact on students' writing skills at MTs Negeri 2 Bantul. This study employs a descriptive qualitative approach with seventh-, eighth-, and ninth-grade students as subjects. Data were collected through observation, questionnaires, and documentation of student works, then analyzed using descriptive-interpretive methods with triangulation techniques to ensure data validity. The results indicate that the SAGUSAKA program increases the frequency of student writing, improves the quality of their writing, and serves as a means of fostering writing literacy. This program also has a positive impact on students' motivation and self-confidence in writing, thereby helping to foster a culture of literacy at the school. Supporting factors for the program include an organized school mentoring system and the publication of students' work. Overall, the SAGUSAKA program serves as a habit-forming strategy to improve the writing skills of junior high school/MTs students and has the potential to be implemented in other educational institutions.

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INTRODUCTION

Writing is a skill that learners use to generate ideas and construct words and sentences more thoughtfully through careful consideration (Bora, 2023). Writing activities help organize the flow of thoughts so they can be presented in a systematic and structured manner. Writing requires mastery of linguistic aspects and the ability to organize ideas into a coherent text. Writing skills reflect overall language proficiency (Hayati & Amilia, 2021). In the Merdeka Curriculum, writing instruction in Phase D aims to enable students to write ideas, thoughts, perspectives, instructions, or written messages for various purposes in a logical, critical, and creative manner. Students also document the results of research using simple methodologies while citing reference sources ethically. Additionally, students present writings based on facts, experiences, and imagination in a beautiful and engaging manner through prose and poetry, utilizing vocabulary creatively.

In school-based learning practices, writing skills still face challenges. A study indicates that students still find it difficult to develop their ideas and concepts into written form

(Kurniady Panjaitan et al., 2023). This situation is also observed at MTs Negeri 2 Bantul, where literacy activities still focus primarily on reading. This lack of writing practice leads students to continue facing difficulties in completing writing tasks. Other causes include a lack of guidance and support provided by families and teachers, as well as a limited vocabulary (Nisa et al., 2025). These issues indicate a gap between curriculum requirements and classroom teaching practices.

The results of observations of literacy activities at the school indicate that reading has become a strong cultural norm at the school, but writing has not yet been consistently implemented. Several previous studies have highlighted the need to cultivate writing habits among students. A prior study on reading corner programs for elementary school students demonstrated that such programs can gradually enhance students' interest in reading and writing and contribute to fostering reading habits from an early age (Dahria Nur & Zainuddin, 2025). Another study noted that the implementation of literacy programs managed in a planned and systematic manner such as fifteen-minute reading sessions, the development of literacy corners in various school locations, library optimization, and writing guidance can improve students' reading and writing skills (Pratama et al., 2026). However, specific studies on writing habit-building programs remain limited, particularly regarding implementation at the junior high school/MTs level. Consequently, there is a need to develop and evaluate instructional models capable of fostering consistency in students' writing activities.

Given these circumstances, the school has made efforts to foster a sustained writing habit. One such initiative is the "One Week, One Piece" (SAGUSAKA) program, a writing habit-building initiative designed to encourage students to produce one piece of writing each week. By implementing this program in junior high schools/MTs, it is hoped that students will be motivated to continue writing and that it will help them achieve their learning objectives. This study aims to describe the implementation of the SAGUSAKA program in schools.

METHOD

This study employs a qualitative approach using a descriptive method. The study aims to describe the implementation of the SAGUSAKA program and its impact on students' writing skills. This approach allows the researcher to gain an in-depth understanding of the processes, challenges, and outcomes of the program within the context of learning at junior high schools (SMP/MTs). The study was conducted at MTs Negeri 2 Bantul with seventh-, eighth-, and ninth-grade students as the research subjects. Additionally, the study involved Indonesian language teachers and the school's Literacy Team. Data collection was conducted through observation, questionnaires, and documentation. Observations were made to directly observe the implementation of the SAGUSAKA program, including the mentoring process, students' writing activities, and interactions that occurred during the activities. Questionnaires were used to obtain data regarding students' literacy habits, particularly in the aspect of writing, before and during the implementation of the program. Meanwhile, documentation was carried out by collecting and analysing students' written works as primary data to observe the development of writing skills. The data was then analysed using techniques that included data reduction, data presentation, and drawing conclusions.

FINDINGS AND DISCUSSION

The SAGUSAKA Program (One Week, One Work) is an innovative school literacy initiative designed to foster a culture of writing and encourage students to produce tangible work each week. This program is part of the Madrasah Literacy Movement's efforts to transform madrasahs into literate learning communities. The program's primary focus is the

transition from its initial phase reading activities under the theme “One Week, One Book” to a higher stage of literacy development: writing and creativity. This weekly writing habit-building program has a target of one piece of work per week. Students create one piece of work once a week with guidance from the Literacy Team. The program serves as a strategic effort to enhance writing support initiatives by fostering an environment where effective writing habits can thrive (Vrika, 2023).

The program began with the formation of a Classroom Literacy Support Team (PLK), which provided support teachers tasked with assisting with writing activities, compiling students’ work, documenting activities, and reporting on progress on a regular basis. Mentoring is an activity that can improve students’ literacy, so that both teachers and students gain access to additional literacy resources beyond the books provided by the government (Aini et al., 2024). Additionally, the School Literacy Team develops a literacy schedule and prepares supporting materials for literacy activities, such as a class literacy folder containing worksheets and monitoring tools for literacy activities. Students also use SAGUSAKA folders to store their individual works. Then, the school or madrasah literacy team creates a Google Drive for storing students’ digital work for each student as a SAGUSAKA repository. Through this system, the implementation of the SAGUSAKA program proceeds in a structured, systematic, and sustainable manner. Moreover, the program’s sustainability continues to require synergy between schools, families, and the community as the primary supporters of children’s education (Damayanti et al., 2025).

Table 1. Student Questionnaire Results

Questions	Answer: Never	Answer: Sometimes	Answer: Often
Is group reading activity often carried out in your school?	-	-	50 (100%)
Are you often asked to write fiction at school?	14 (28%)	25 (50%)	11(22%)
Are you often asked to write non-fiction at school?	20 (40%)	22 (44%)	8 (16%)

The table 1 presents the baseline writing skills of students at MTs Negeri 2 Bantul. The data indicates that reading has become a strong cultural practice at the school, as evidenced by 100% of students reporting that group reading sessions are frequently held at school. However, regarding writing, there is a significant disparity. Regarding fiction writing, 28% (14 students) stated they had never written fiction, 50% only occasionally, and only 11 students reported frequently writing fiction. Meanwhile, for nonfiction writing, 20 students had never written nonfiction, 22 only occasionally, and only 8 students frequently wrote nonfiction. These findings indicate that writing has not yet become a habit at school, so students do not yet have optimal opportunities to practice writing. This low frequency of practice impacts students’ ability to develop ideas, organize text structure, and use vocabulary variably. This is what prompted the implementation of an innovative program by the madrasah literacy team, with the support of all school stakeholders.

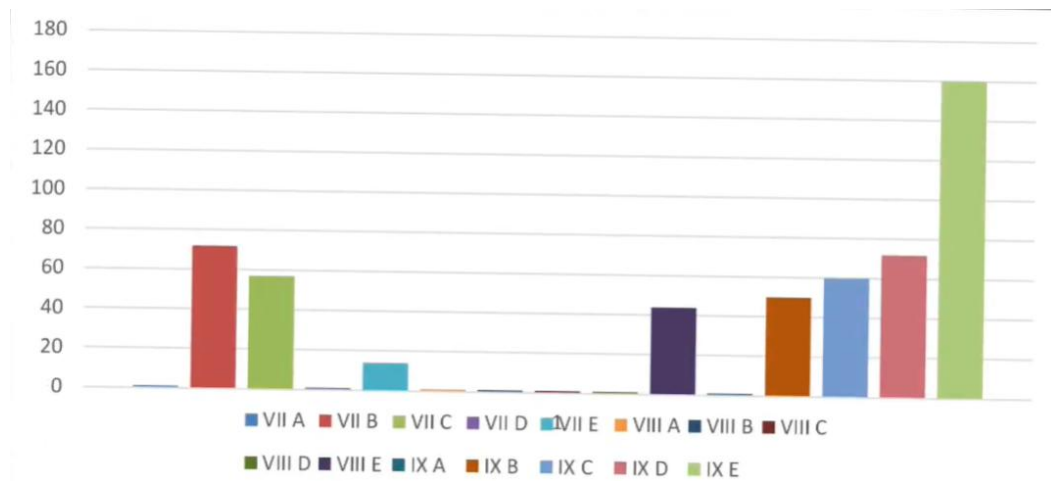


Figure 1. SAGUSAKA points achievement graph

Figure 1 shows the SAGUSAKA implementation score results, indicating significant differences among grades 7, 8, and 9. In general, the distribution of scores is uneven, with both high and low scores observed. At the grade 7 level, Class 7B demonstrated higher performance compared to the other grade 7 classes. Meanwhile, in Grade 8, scores generally remain in the low to moderate range. However, VIII E stands out significantly compared to other Grade 8 classes, achieving approximately 40 points. Unlike Grades 7 and 8, scores in Grade 9 tend to be higher. Grade IX E is the most dominant, with a very significant score of approximately 150–160 points. Classes IX D, IX C, and IX B scored between 45 and 65 points. The high scores in most Class IX classes can be assumed to be related to students' level of understanding, their readiness for assessment, and the possibility of more intensive coaching. Overall, the graph shows that the outcomes of the SAGUSAKA program are influenced by various factors, such as grade level, student motivation, and the role of teachers in facilitating activities. The significant differences between classes indicate the need for evaluation and strategies to ensure equitable program implementation so that all classes can participate more effectively. Additionally, classes with high achievement, such as IX E, can serve as examples of best practices for improving the effectiveness of program implementation in other classes.



Figure 2. Results of the SAGUSAKA Program Works

Following the implementation of the SAGUSAKA program, there has been a significant change in students' writing activities. Writing activities, which were previously limited to

occasional exercises in each class, have now become a routine weekly activity. This increase in frequency has had a direct impact on the improvement of students' writing quality. Students' writing now demonstrates a more systematic structure and a more diverse vocabulary, and they have become accustomed to consistently honing their ability to express their ideas and thoughts in writing. The implementation of structured writing sessions within a writing community setting has fostered students' writing habits and supported development across various domains (Zimmer et al., 2022). This demonstrates that consistent writing practice can gradually enhance students' writing skills.

Additionally, the SAGUSAKA program also impacts students' learning motivation. Students become more confident in writing and demonstrate a higher interest in literacy activities. The target of one piece of writing per week encourages and trains students to be disciplined in completing tasks. Students are challenged to think creatively in producing diverse and original works. Writing books allows students to explore their experiences, expand their vocabulary, and receive character-building education (Sumarno, 2022). The students completed works will be published or displayed, for example, on the madrasah bulletin board or the madrasah blog.

Figure 2 shows one of the students' outcomes from the SAGUSAKA program in the form of a poetry anthology. This work serves as tangible evidence of the students' ability to develop creative writing skills through poetry. The poetry anthology reflects a collaborative learning process that encourages students to be more active, imaginative, and productive. Furthermore, the poetry anthology serves as an indicator of the SAGUSAKA program's success in fostering a culture of literacy within the school environment. Providing constructive feedback and opportunities to revise their writing until publishing their work serves as an effort to motivate them and instill a sense of achievement (Ery Maritim, 2024). Thus, the work functions as a medium for appreciation as well as documentation of students' literacy competency development. This will enhance students' sense of pride and self-confidence. The madrasah maintains a collective archive of students' works, which can be compiled into an anthology at the end of the semester or academic year. This consistent practice fosters a positive attitude toward writing, so that students no longer view writing as a difficult activity.

CONCLUSION

The SAGUSAKA writing habit-building program can be implemented on a regular basis with a target output of one piece of writing per week, providing students with consistent practice opportunities to develop their writing skills. Its implementation has proven to have a positive impact on students' writing abilities. Writing activities, which were previously rarely conducted, have successfully become a sustainable routine through this program. Thus, the SAGUSAKA program can serve as an alternative strategy to improve the writing skills of junior high school/MTs students, particularly at MTs Negeri 2 Bantul. This program holds potential for further development as an effort to strengthen writing literacy among junior high school/MTs students. The findings of this study offer practical implications for educators seeking to empower students in their writing activities.

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