
SAIZU INTERNATIONAL CONFERENCE ON TRANSDISCIPLINARY RELIGIOUS STUDIES (SAIZU ICON-TREES)

ISSN 2964-5859, 2023, Pages 303-314

DOI: <https://doi.org/10.24090/icontrees.2023.386>

Proceeding of 3rd Internasional Conference on Implementing Religious Values on Transdisciplinary Studies for Human Civilization

Improving the Reading Literacy Culture of Islamic Elementary School Students in Pematang, Indonesia

Riana Khomisantun Khasanah^{1*}; Dewi Ariyani²

^{1,2}UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia

Corresponding author's email: rianakhomisantunkhasanah@gmail.com

Abstract: Reading literacy is a fundamental skill for everyone. This can be instilled from a young age. The Government of the Republic of Indonesia, through the Ministry of Education and Culture, issued Regulation Number 23 of 2015 on the Development of Student Characteristics. This policy forms the foundation for the School Literacy Movement program, which is intended to increase students' interest in reading and cultivate literacy. The purpose of this study is to analyze efforts to improve students' reading literacy culture at Madrasah Ibtidaiyah Dewi Masyithoh 02 Banyuwangi Pematang Indonesia through the School Literacy Movement program. The descriptive qualitative approach was used in this study. The study lasted from 18 October 2022 to 12 January 2023. Data was gathered through observation, interviews, and documentation. The data analysis technique includes three steps: data reduction, data display, and data verification. The findings revealed that several efforts were made in the classroom to improve students' reading literacy culture, including implementing a habituation program to read books before beginning learning, reading asma'ul husna, reading salawat, memorizing juz amma, providing reading corners, posterization, and procuring existing literacy trees. The literacy program was introduced in two stages. The first stage was carried out by reading asma'ul husna and salawat in the school yard, and the second stage was carried out by reading juz amma and developing reading habits before learning began. The impact of implementing the program is that students become accustomed to reading. The reading literacy program should be integrated into other school-based and community-based programs.

Keywords: *assessment instruments; teacher leadership; physics learning; valid; reliabel*

A. INTRODUCTION

Literacy is a fascinating topic that is crucial to the success of the learning process. Additionally, literacy ability, specifically literacy in reading ability, has an

effect on a person's prosperity. Where can information and knowledge regarding activity literacy be obtained? The more frequently a person reads a book, the greater his knowledge and experience. Furthermore,



Copyright © 2023 The Author

This is an open access article Under the Creative Commons Attribution (CC BY) 4.0 International License

there is no immediate prospect of greater success as a result of the experience.

In fact, many individuals who still have their own interests are reading in the present day (Kasiyun, 2015). Diversification of factors begins with self-reliance and continues until various other factors such as expensive book reading, low parental interest in reading, and attitudes deliver in a unilateral fashion Skills read by children to teachers at school, despite the fact that children remain at home longer (Hermawan et al., 2020). Other factors stem from the internet, which makes it simple to find information or a solution to an issue without having to peruse a thick book. This is what causes someone's laziness and diminishes their interest in reading..

From the *Program for International Student Assessment* (PISA) data, Indonesia is ranked 74th out of 79 participating countries in the PISA category of ability to read. Rating is lower compared to Indonesia's position in the PISA survey conducted in 2015. Indonesia is ranked 66th out of 72 countries. (Hewi & Shaleh, 2020) The data indicate that conditions of literacy in Indonesian are still worthy of consideration. As a result of its problematic nature, the government urged a speedy clean-up, as the number of readers in Indonesia increased and demonstrated a positive impact, as well as the country's ability to compete internationally. According to the Minister of Education and Culture's Regulation No. 23 of 2015 on the Development of Character, cultural literacy is vital for developed countries. (Permendikbud No. 23 Tahun 2015 Tentang

Penumbuhan Budi Pekerti, n.d.) Regulation Permendikbud This is a must-read specifically for students through the Literacy Movement program at the school.

Literacy Movement School, or GLS, is a program implemented in an effort to grow interest in reading among students. the program developed in Regulation of the Minister of Education and Culture No. 23 of 2015, where every student must do business For increased interest, read, like read 15 minutes before learning starts, and follow various activities that include the Literacy Movement school (Haidar & Sholeh, 2021)

Literacy movement schools have a number of benefits for students. Among them is increasing awareness among students that reading is something very important and can help them develop good manners and knowledge through activity literacy. GLS is also expected to be capable of creating a school that provides various sources of interesting learning for students so that they can grow and develop an interest in the literacy participants he teaches.

Literacy programs in schools are extremely diverse, beginning with habituation reading 15 minutes before learning begins, delivering children books that are interesting to read, and so on (Suragangga, 2017). The form of literacy programs is also common, depending on the policy of each school organizer.

Schools, as facilitators of implementation learning, must participate in an enhancement culture of moderate literacy encouraged by the government. One of them will provide facility literacy, apply

culture literacy, get used to it, and also optimize it. The role of the teachers is also very important in the formation of character among participants who have literacy awareness. In accordance with the regulation of the Minister of Education and Culture stating that habituation is a suite of activities that are not only shown to the participants but must be carried out by teachers, participants are educated, and energy education For habituation character as well as good personality and to cultivate positive character in participants, educate (Kamara et al., 2018).

B. MATERIALS AND METHODS

The type of research is qualitative, deep study, which plays a role as subject study for the Head of MI. Dewi Masyithoh 02 Banyumudal, class IV teacher, and students in classes IV A and B Data collection techniques used by researchers include observation, interviewing, and documentation. Whereas technique-based data analysis uses data reduction, presenting data, and drawing conclusions. The data validity test technique used by the writer is form triangulation source with method test validity and validity of data from One informant with another informant.

The type of research used use study qualitative, deep study this, which plays a role as subject study that is Head of MI Dewi Masyithoh 02 Banyumudal, class IV teacher, and students class IV A and B. Data collection techniques used by researchers that is technique observation, interview, and documentation. Whereas technique data analysis used form data reduction, presenting data, and drawing conclusion.

The data validity test technique used writer that is form triangulation source with method test validity and validity of data from One informant with another informant.

C. RESULT AND DISCUSSION

1. Preliminary Description of Conditions: Culture Student Reading Literacy Class IV MI Dewi Masyithoh, 02 Banyumudal Moga

Culture literacy Reading is a habitual thought followed by reading and writing processes in a manner that keeps going continuously so that it becomes an inherent habit in someone (Jatnika, 2019). Somebody will own culture, literacy, and good reading. If somebody is Already used to doing an activity like reading every day, this activity should be done because of an interest in reading, a need for information from reading, or because of demands that require somebody to do an activity like reading.

Condition beginning culture literacy read or habit read student class IV MI Dewi Masyithoh and Banyumudal Moga still tend to be low; where are the children still? Not yet used to reading activity books, especially after the COVID-19 pandemic requires they carry out school online, this must be a very influential habit for a child. They tend to choose to play with *smartphones* over reading books.

2. Various Literacy Movement Programs in Schools in Class IV MI Dewi Masyithoh, 02 Banyumudal Moga

In the book *Guide to the Literacy Movement* On a school-by-school basis, literacy programs implemented in the Literacy Movement School really varies; among others, there is the 15-minute habituation read before learning, the procurement corner read in each class, the creation of wall magazines, solicitation posters, and so on (Faizah et al., 2016). But in implementation, each school is entitled to define literacy programs. What will only be implemented in schools? So, the GLS programs in each school are held in accordance with the policy of the school and customized to meet the needs of students and mentors, according to the book guide from the Ministry of Education and Culture.

From the results of the observations made, the author can see that There are several Literacy Movement programs. The school implemented the program at MI Dewi Masyithoh 02 Banyumudal in accordance with the book *GLS Manual*, and there are also some additional programs that become policy schools, namely:

- a. Habituation is read by *Asma'ul Husna*, *Juz Amma*, and *Sholawat* in the book *Handle Students*.

This program is an existing literacy program that has become habitual at MI. Dewi Masyithoh 02 Banyumudal, though this activity is not listed in a manner official in the book *Guide to the Literacy Movement School*, has become one

of the literacy programs that have been implemented for a long time in MI. Activity This is held before the students enter the room for each class, where activities are implemented on the page by all inhabitant schools.

- b. Read Habituation for 15 minutes before learning.

This is a core activity indeed, currently being moved to grow habits for students own culture and good reading. Books read by students are usually obtained from the library or read in the corner class, while the type of book read is adjusted to the needs of the student.

- c. Reading Corner

A corner read is something placed in a corner behind class that contains books, lessons, or non-lessons. Corner read what is in MI Dewi Masyithoh, 02 Banyumudal This most-containing book packages learning. Whereas For non-textbooks, the amount is less.

Management or procurement books are read at an angle in various ways, depending on the policy school. In related research on corner read, management of corner read is usually done in collaboration with parents, students, the library area, or libraries around it. The same is true with elemental literacy, etc. In addition, schools also need to implement strategies for optimizing

corner reading at school (Puspitasari et al., 2021).

d. Tree Literacy

Tree literacy is something made from plastic where the tree contains motivational words made by students. Those words written on origami paper were already cut by students into a flower, then affixed to the tree next to the literacy library corner class. The motivational words that are on the tree of literacy are replaced in a regular manner by students every month.

e. Posterization

Posterization is held as a means of publication or solicitation for the students to do related literacy activities. Pasted posters are in front of classrooms and hallways, and some are inside classes. These posters contain solicitations like read, live healthy, etc. From the observations made, the posters in the environment in most schools contain solicitation. For how important reading is, fine. That reads a book or verses of the Koran. While the poster is inside class, it contains quotes from *Asma'ul Husna*, important guard cleanliness, a hero poster, etc.

3. Implementation of the Literacy Movement Program School in Class IV MI Dewi Masyithoh, 02 Banyumudal Moga

Implementation of the Literacy Movement program School completed in

accordance with readiness school in matters of readiness administration, facilities infrastructure, and readiness operational.

In accordance with the stated explanation that implementation of the GLS program in each school is done in accordance with readiness, from observations made, the implementation of the Literacy Movement program The school at MI Dewi Masyithoh 2 Banyumudal may be divided into two stages. Stage 1: First held Morning on the page: school, activity This session started at 07:00-07:30. The activity started with reading *Asma'ul Husna* and *Sholawat* from the book. Activity: This is done by all students in the school; not only students, but teachers and other staff also participate in carrying out the activity. The activity is led by one of the teachers who gets turn For lead habituation in the morning. After the activity is done, students enter the classroom, each with greetings, especially those with teachers and staff. The activity literacy stage is furthermore done inside respective classes; the activities stage is second. This started with reading *Juz Amma* together in accordance with instructions from the teacher. For reading, *Juz Amma* is in class IV. This characteristic is known as *muroja'ah* and as perfection in reading. Because with often read (*muroja'ah Juz Amma*), expected students who have memorized will always awake memorized, and improving accuracy in reading. Target at MI Dewi Masyithoh, 02 Banyumudal Hopefully, later, when

graduating from MI, the students will already have memorized *Juz Amma* with correct reading and tajwid. And later in their VI class, they will follow *Khatam Juz 30 Bil Hifdzi*. So, the literacy program was carried out. Not only read non-subject books but also read *juz amma* and also books handled by students.

Implementation activity literacy: how many read *Asma'ul Husna* and *Sholawat*? This is also done in some other schools, so besides implementing related literacy programs with knowledge, some schools also implement related literacy programs with religious attitudes. For example, at SDN 158 Pekanbaru, which implemented the *tadarus* program every Friday morning. The implementation of the GLS program is not fully in accordance with the implemented government course, but there are some additional programs from the school to increase activity in accordance with student's needs (Dafit & Ramadan, 2020).

After the teacher has sufficient reading *Juz Amma*, the teacher continues the activity with a 15-minute habituation read before learning. At the moment, the teacher also participates in activity reading while occasionally controlling students who don't focus on the reading. After 10 minutes of activity, at 5 minutes, the teacher will point to a number of children. For asking around what has been read by the student, besides that, the teacher also asked what words would be When hard words

are not yet understood by students, the teacher will explain the meaning of those words.

Implementation of the program 15 minutes of reading before learning in class IV is not only done with one method reads just From the results of the observations made, the author sees that teachers do How many methods For implementation, read for 15 minutes before learning. the method, including:

a. Reading Aloud

Apart from the teacher asking the student to read a book in an individual manner, activity habituation is also carried out with the method of reading out loud. On execution habituation using the method of Reading Aloud. There are two implementation models: reading loudly by the teacher and also reading loudly performed by the participants. Reading Aloud is done by the teacher, with the teacher reading A story in a loud manner ahead of class and then the students listening to the story read by the teacher. After the teacher finished reading the story, she pointed to a number of children for a tell-return or give-question around the title of the story, characters, plot, and related matters with the story that had been read out. Whereas for habituation using the method of reading aloud by the students, the teacher asked one student to read a book ahead of class, and another

student was requested. Listen and write bullet points related to what was read by friends who were in front, so that later when the teacher asks about what friends read it, students are not confused about how to deliver it.

b. Read Independent

At the moment, the class teacher does activities in an independent manner while occasionally conditioning noisy students. After 10 minutes, the activity ended. At 5 minutes, the teacher does a bill with a request for a number of children to explain in a short manner what they have read.

In execution habituation, read 15 minutes before learning, and the teacher in routine gives bill form questions related to the reading that has been read. In addition, the students also wrote down important things or a summary of what they had read in book notes specially written for every student. The goal is to ensure that the student, of course, truly does his job of reading or listening in accordance with directions given by the teacher.

In GLS implementation, it has been explained that at every stage of implementation, a number of indicators must be fulfilled. See how the program is being developed and implemented. From the results of the observations and interviews

conducted, there are a number of indicators that have been achieved.

Table 4.1
Indicator achievement of the Literacy Movement Program School at MI Dewi Masyithoh 02 Banyumudal

No	Indicator	Not yet	Already
1.	There are 15-minute activities read: a. Reading aloud b. Read silently		✓
2.	Books read or recited are recorded in a daily book activity.		✓
3.	Teachers, students, school principals, and education staff participate in literacy activities.		✓
4.	There is a reading corner in every class		✓
5.	There are posters in the school environment campaigning for the importance of reading		✓
6.	There are activities for responding to reading material, including interactive reading aloud, integrated reading, and independent reading.		✓
7.	There are numerous book collections.		✓
8.	There is a movement literacy school team.	✓	

No	Indicator	Not yet	Already
9	There are enrichment books	✓	
10	The use of reading strategies to enhance students' lesson comprehension.	✓	
11	There are written and verbal comprehension activities, as well as other activities that correspond to the literacy capabilities of the students.	✓	
12.	There is an academic honor	✓	
13.	There are learning activities in reading gardens, libraries, classroom reading corners		✓
14.	There is a school literacy team that routinely organizes school literacy programs in close collaboration with the local community.	✓	

Based on the achievement indicators in table 4.1, the implementation of the School Literacy Movement program in class IV MI Dewi Masyithoh 02 Banyumudal has reached the development stage.

4. Supporting and Inhibiting Factors in Implementation of the Literacy Movement School as an Improvement Effort Culture

Reading Literacy in Students Class IV MI Dewi Masyithoh 02 Banyumudal

a. Supporting Factors

- 1) Policy issued by the school principal regarding the implementation of the School Literacy Movement program.

Supporting factors for the main implementation of the Literacy Movement School at MI Dewi Masyithoh, 02 Banyumudal This is policy-head-based school Minister of Education and Culture Regulation No. 23 of 2015. Literacy Movement Program School is done in accordance with instructions from the head school to the whole inhabitant school to carry out the program. Head School Alone wants later students own prowess in literacy through the implementation of the program.

- 2) Support from parents or guardians.

In addition to school policies, the support of students' parents and guardians is crucial to the successful implementation of a program at school. This program can be carried out optimally with the assistance of parents and guardians, as teachers and parents at home

work cooperatively. Parents are entrusted with reminding their children to read textbooks or non-learning books at home, as well as providing reading materials for their children.

b. Inhibiting Factor

1) Facilities that do not support

Facilities are a key aspect in a program's success. Inadequate facilities will impede program implementation. According to the findings of interviews with teachers, inadequate infrastructure or facilities are a barrier to the implementation of the School Literacy Movement program in grade IV, particularly the lack of availability of reading materials for pupils.

2) There is no specialized training available for implementing the School Literacy Movement

Important training is required for the program to be implemented in accordance with its provisions. There has been no special training for instructors at MI Dewi Masyithoh 02 Banyumudal Moga. Teachers utilized the elementary school GLS manual provided by the school during the implementation of the School Literacy Movement.

3) Class conditioning

Observational data revealed that during the implementation of the reading-before-learning habit, some students engaged in activities such as chatting with peers, visiting convenience stores, etc. The results indicated that pupil conditioning was one of the impediments to the School Literacy Movement program's implementation. According to the findings of research conducted by Willi Santika Dewi, et al. at SD N 30 Ampenan, one of the factors inhibiting GLS is the pupils themselves (Dewi et al., 2022). Students are the implementation's focus. Therefore, difficult-to-condition students will significantly hinder the program's implementation.

5. The Influence of Implementing the School Literacy Movement as an Effort to Improve a Reading Literacy Culture in Grade IV Students at MI Dewi Masyithoh 02 Banyumudal

a. Increasing interest and reading habits of students

The Literacy Movement had a significant impact on pupils in class IV A. There was an increase in characteristics of student interest and reading habits. Students that practice habituation develop an interest in reading over time.

The pupils agreed. They have solid reading habits now that the School Literacy Movement program has been implemented. Students who did not like to read at first gradually developed an interest in reading through the practice of reading every day.

This study's findings are consistent with those of a study conducted on fifth-grade pupils at SD N Gunung Sari 1, Rappocini District, Makassar. According to the findings of this study, kids had poor reading literacy skills prior to the establishment of the School Literacy Movement. However, with the implementation of the School Literacy Movement program, fifth grade kids' reading literacy skills improved significantly (Syawaluddin, 2017).

- b. Facilitate students' memorization and repetition of juz amma.

The implementation of the School Literacy Movement program at MI Dewi Masyithoh had a very significant influence on children. In addition to enhancing children's interest in reading and their reading literacy culture, another influence is felt, namely that students can add to and repeat their memorizing every day. This is due to religious programming in the School Literacy Movement program, such as memorizing juz amma, prayers, and so on.

Additional literacy programs, such as remembering Juz Amma, the habit of reading asma'ul husna, and sholawat, are also implemented in several other schools. The School Literacy Movement, for example, was implemented at SD N Kedung Jaya 2, Bogor City. The school's School Literacy Movement curriculum incorporates the habit of reading Juz Amma. The impact is also quite beneficial, with children being able to read Juz Amma fluently, makhorijul letters being correct, and tajwid reading being correct (Sadiah et al., 2020).

D. CONCLUSION

The School Literacy Movement Program was conducted in class IV MI Dewi Masyithoh 02 Banyumudal to develop literacy culture. One of the reasons is that students have a low reading culture, especially after the Covid-19 pandemic. Several programs are in place, including the practice of reading Asma'ul Husna and sholawat in the student manual, reading Juz Amma, 15 minutes of reading before learning, reading corners, literacy trees, bulletin boards, and posterization in the school environment.

The habituation program is divided into two sessions: one that takes place in the school yard, and one that takes place in each class individually. The teacher's technique for getting pupils habituated to 15 minutes of reading before learning is to have them read aloud and independently. To maximize program implementation, the teacher communicates what students must

accomplish both orally and in writing, so that students take their responsibilities seriously.

The success of the School Literacy Movement program is influenced by a number of factors, both favorable and negative. Inhibiting factors include the lack of comprehensive facilities and the absence of teacher training regarding the School Literacy Movement's implementation. Policies issued by the school's principal and the positive support of students' parents and guardians constitute the supporting factors.

With the School Literacy Movement program, students, particularly fourth graders, develop improved reading habits and a culture of reading literacy begins to emerge.

REFERENCES

- Dafit, F., & Ramadan, Z. H. (2020). Implementation of the School Literacy Movement Program (GLS) in Elementary Schools. *Basicedu Journal*, 4 (4), 1429–1437. <http://doi.org/10.25273/pe.v1i1.7928>
- Dewi, W. S., Karma, I. N., & Oktaviyanti, I. (2022). Implementation of the School Literacy Movement (GLS) Program on Literacy in Reading and Writing at SDN 30 Ampenan for the 2022/2023 Academic Year. *Scientific Journal of Educational Professions*, 7 (4), 2165–2172. <https://doi.org/10.22515/jenius.v4i1.6311>
- Haidar, A., & Sholeh, M. (2021). Program Literasi Sekolah Dalam Upaya Meningkatkan Minat Baca Siswa. *Inspirasi Manajemen Pendidikan*, 9(3), 639–647. <https://ejournal.unesa.ac.id/index.php/inspirasi-manajemen-pendidikan/article/view/39967>
- Hermawan, R., Rumaf, N., & Solehun, S. (2020). Pengaruh Literasi terhadap Keterampilan Membaca pada Siswa Kelas IV SD Inpres 12 Kabupaten Sorong. *Papeda Journal: Journal of Basic Education Publications*, 2 (1), 56–63. <https://doi.org/10.36232/jurnalpenidikandasar.v2i1.411>
- Hewi, L., & Shaleh, M. (2020). Refleksi Hasil PISA (The Programme for International Student Assessment): Upaya Perbaikan Bertumpu Pada Pendidikan Anak Usia Dini. *Jurnal Golden Age*, 4 (1), 30–41. <https://doi.org/10.29408/goldenage.v4i01.2018>
- Jatnica, S. A. (2019). Budaya Literasi Untuk Menumbuhkan Minat Membaca Dan Menulis. *Indonesian Journal of Primary Education*, 3 (2), 1–6. <https://doi.org/10.17509/ijpe.v3i2.18112>
- Faizah, D. U., Sufyadi, S., Anggraini, L., Waluyo, W., Dewayani, S., Muldian, W., & Roosaria, D. R. (2016). *Panduan Gerakan Literasi Sekolah di Sekolah Dasar*. Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan.

- Kamara, A., Adnan, A., & Hasan, H. (2018). m. Upaya Guru Mengembangkan Literasi Dalam Pembelajaran Di Kelas Awal Sd Negeri 12 Banda Aceh. *Scientific Journal of Elementary School Teacher Education Students*, 3 (2), 115-120. <https://jim.usk.ac.id/pgsd/article/view/8570>
- Kasiyun, S. (2015). Upaya Meningkatkan Minat Baca Sebagai Sarana untuk Mencerdaskan Bangsa. *Indonesian Journal of Pena*, 1 (1), 79-95. <https://doi.org/10.26740/jpi.v1n1.p79-95>
- Puspitasari, I., Imron, A., & Juharyanto, J. (2021). Pengelolaan Sudut Baca Kelas pada Jenjang Sekolah Dasar untuk Meningkatkan Minat Baca Peserta Didik. *Jurnal Pembelajaran, Bimbingan, dan Pengelolaan Pendidikan*, 1 (10), 815-824. <https://doi.org/10.17977/um065v1i102021p815-824>
- Sadiah, A., Wahidin, U., & Yasyakur, M. (2020). Upaya Guru Pendidikan Agama Islam dan Budi Pekerti Dalam Meningkatkan Hasil Belajar Siswa Pada Materi Membaca Al-Qur'an Juz 30 Melalui Gerakan Literasi Sekolah (GLS) Studi di SDN Kedung Jaya 2 Kota Bogor Tahun Ajaran 2019/2020. *Prosiding Al Hidayah Pendidikan Agama Islam*, 2 (2B), 112-126. <http://dx.doi.org/10.30868/ppai.v2i2B.877>
- Surangga, I. M. N. (2017). Mendidik lewat literasi untuk pendidikan berkualitas. *Jurnal Penjaminan Mutu*, 3(02), 154-163. <https://doi.org/10.25078/jpm.v3i2.195>
- Syawaluddin, A. (2017). The Impact of School Literacy Movement (GSL) on the Literacy Ability of the Fifth Graders at SD Negeri Gunung Sari, Rappocini District, Makassar City. *International Journal of Elementary Education*, 1(4), 238-243. <https://doi.org/10.23887/ijee.v1i4.12964>