

The Role Of The School Literacy Program In Increasing Students' Interest In Reading In Islamic Religious Learning At Muhammadiyah 1 South Sangtta Elementary School

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ABSTRACT

The purpose of this study was to determine the role of the school literacy program in increasing students' interest in reading in Islamic religious education learning at SD Muhammadiyah 1 Sangatta Selatan. The type of research that the author uses in this research is field research using a qualitative research approach. In collecting data, the author uses data collection techniques, namely observation, interviews, and documentation with descriptive techniques. Based on the results of the study, it can be concluded that the literacy program plays an important role in increasing students' interest in reading, insight, and learning independence, as well as helping to understand Islamic teachings. However, its implementation is constrained by the influence of gadgets, low parental motivation, limited vocabulary, and lack of facilities such as libraries and books at home.

Keywords: Literacy Program, Reading Interest, Islamic Religious Education learning

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INTRODUCTION

Reading interest is an important foundation in the learning process and character building of students, especially in the context of learning Islamic Religious Education (PAI). In Islamic education, reading activities include not only general literacy skills, but also an understanding of the spiritual values embedded in religious texts. Unfortunately, students' interest in reading in Indonesia is still relatively low, especially at the elementary school level. This has an impact on students' understanding of religious studies, which is the moral foundation of their lives. In line with the mandate of Law No. 14/2005 on teachers and lecturers, teachers are required to have pedagogical competence in creating an interesting and meaningful learning process, including in fostering students' interest in reading (Law of the Republic of Indonesia, 2005). (Annisa Putri Bungsu dan Febrina Dafit, 2021)

Various previous studies have highlighted the importance of literacy in supporting the quality of education. For example, Dewi (2020) found that the implementation of literacy programs can significantly improve student learning outcomes. However, there is

still a gap in the integration of literacy programs with PAI subjects in particular, especially at the primary education level. In this context, research that explicitly examines the effectiveness of literacy programs on students' reading interest in Islamic studies is still relatively limited. Therefore, this study tries to fill this gap by focusing on Islamic-based primary schools. Based on the explanation that has been presented, the author is interested in discussing and conducting research with the title "The Role of the Literacy Program in Increasing Students' Reading Interest in Islamic Religious Studies at SD Muhammadiyah 1 Sangatta Selatan". (Samrin, 2015)

Based on the background that has been described, this study aims to explore and describe how the role of the school literacy program can increase students' reading interest in learning Islamic Religious Education at SD Muhammadiyah 1 Sangatta Selatan. Specifically, this research answers the questions: 1) How is the role of school literacy program in increasing students' interest in reading in Islamic Education learning? 2) What are the obstacles faced in implementing the literacy program? 3) What solutions can be applied to overcome these obstacles?

This research is expected to make theoretical and practical contributions. Theoretically, this study enriches the literature on the relationship between literacy and Islamic learning at the primary school level, which is still rarely discussed comprehensively. Practically, the results of this study can be used by teachers, principals, and policy makers to design literacy programs that are relevant and have a real impact on students' interest in reading, especially in Islamic religious learning. In addition, the findings of this study can also be the basis for developing literacy-based learning models that are contextual and in accordance with Islamic values.

METHOD

This study uses a field research design with a descriptive qualitative approach. Field research was chosen so that researchers can explore data directly from the actual location of the incident, namely the place where the literacy program takes place. With a descriptive approach, this research aims to describe in depth the role of the school literacy program in increasing students' interest in reading in Islamic Religious Education (PAI) learning. This qualitative research focuses on an in-depth understanding of social phenomena through direct observation, interviews, and documentation in the school environment. (Hasan Syahrizal dan M.Syahrailani, 2023)

The subjects in this study were PAI teachers, class teachers, and fifth grade students at SD Muhammadiyah 1 Sangatta Selatan. The researcher chose these informants because they were directly involved in the literacy program and the implementation of PAI learning. The research location was chosen purposively, based on the consideration that the school has implemented a literacy program that is directly related to the research focus.

Data collection in this study was conducted through three main techniques, namely: Observations conducted to directly observe the PAI learning process and how the literacy program is implemented in the classroom. In-depth interviews were conducted with PAI teachers, class teachers, and students to explore their views and experiences regarding

the influence of the literacy program on students' interest in reading. Documentation was used to collect secondary data in the form of written documents related to the literacy program such as reading corners, evaluation results, and documentation of activities.

Data analysis in this study was carried out through three stages, namely: Data reduction, which is filtering and simplifying the raw data obtained from the field to focus on relevant information. Data presentation, carried out by displaying information in the form of descriptive narratives and tables to facilitate understanding and drawing conclusions. Drawing conclusions, is the final interpretation stage of the analysis results to answer the research focus. This research also uses data validity testing through triangulation techniques, namely technical triangulation (various data collection methods), source triangulation (various informants), and time triangulation (data collection at different times). This technique is applied to ensure the validity and reliability of the data obtained.

FINDING AND DISCUSSION

RESEARCH RESULT

1. The Role of the School Literacy Program in Increasing Students' Reading Interest in Islamic Religious Education Learning at SD Muhammadiyah 1 Sangatta Selatan

The literacy program at SD Muhammadiyah 1 Sangatta Selatan is implemented through a reading corner in the classroom that provides various types of books, including Islamic religious education books. Teachers manage the reading corners to attract students' interest, for example by providing carpets, sitting cushions and decorations that make children comfortable reading. Students are encouraged to bring books from home to exchange reading. The reading habit is carried out before or after lessons with a duration of about 10-15 minutes per session. (Suharmono Kasiyun, 2015)

In this case, in accordance with the results of interviews with Mrs. Lia Nurseha as the fifth grade homeroom teacher of SD Muhammadiyah 1 Sangatta Selatan, she said that the literacy program is a program to increase students' interest in reading and insight. This program is carried out every day, where students add readings or insights from the books they read, be it Islamic Religious Education books or other reading books, so that their literacy increases and children become fond of reading. Because students' interest in reading is still lacking, the reading corner is expected to make students more happy to read. This reading corner is located in the classroom and is managed by the homeroom teacher so that it appears attractive to students, usually decorated with carpets, pillows, decorations, and neatly arranged bookshelves. Children are asked to bring books from home, storybooks, insight books, or other types of books to be collected in the reading corner, then used in turn and exchanged with classmates. Time management of the reading corner can be done, for example 15 minutes before the lesson starts, where the teacher invites students to read first, then asks students about what they have read.

Students are asked to write back the content of the reading or new vocabulary they find, then convey it orally to friends. This activity directly fosters the habit of reading

and enriches students' understanding of religious texts. In addition to the reading corner, literacy is also strengthened by utilizing the classroom TV to watch educational videos related to religious lessons, followed by questions and answers. This literacy activity is routinely carried out every day and integrated into the Islamic Religious Education learning process. (Maryono dan Issaura Sherly Pamela, 2022)

The above is in accordance with the results of interviews with Mrs. Lia Nurseha as the fifth grade teacher of SD Muhammadiyah 1 Sangatta Selatan, she said that children who have read can express or retell what they have read to their friends, and some students also write down new words that they find from the reading. Giving about 10 to 15 minutes to visit the reading corner can be done at the beginning of the lesson, or as is usually done, namely after the teacher provides material and students start working on assignments, students who have completed the task are allowed to go to the reading corner while filling the time, while those who have not finished continue their work. Once this habit is established, students will naturally develop a love of reading, and even without a teacher's instruction they will visit the reading corner on their own, for example during break time. Reading habits such as 15 minutes before lessons or before going home are also effective in fostering this interest in reading. In addition, now that every classroom is equipped with a TV, teachers have also started to utilize digital media as part of visual literacy to support learning.

2. Constraints in Implementing the Role of the School Literacy Program in Increasing Student Reading Interest in Islamic Religious Education Learning at SD Muhammadiyah 1 Sangatta Selatan

Some of the main obstacles in implementing the literacy program at SD Muhammadiyah 1 Sangatta Selatan include internal and external factors. The most dominant external factor is the influence of gadgets at home. Many students are accustomed to playing cellphones, so they experience fatigue and laziness when at school, even just to read. In addition, the lack of parental motivation in getting children used to reading is also an obstacle. Some students admitted that they often read comics on their cellphones because there were no storybooks available at home. (Retno Walyunita A'yun dan Dyah Khafidoh Indriati, 2021)

The above statement is in accordance with the results of an interview with Mrs. Lia Nurseha as the fifth grade teacher of SD Muhammadiyah 1 Sangatta Selatan, she said that students' interest in reading faces many obstacles, one of which comes from the home environment, where children are often given gadgets or cellphones. Excessive use of cellphones is one of the main causes of declining interest in reading, because children spend more time playing cellphones than reading, so that when at school they often feel sleepy, reluctant to go to the reading corner, and even lazy to learn. In addition, lack of motivation from parents is also an inhibiting factor, such as the absence of the habit of reading together after maghrib or before bed. Many students prefer to read comics on their cellphones because there are no story books or other interesting reading materials available at home, so the habit of reading is not well formed in the family environment.

Another obstacle is the unavailability of a school library. Although many PAI books and teaching aids are available, due to the absence of a special room and library management system, students have difficulty accessing books more widely. Teachers also mentioned that the lack of variety and number of interesting reading books can make students bored. On the other hand, students also still have difficulty understanding new vocabulary in the texts they read, mainly due to their limited vocabulary. This hinders a thorough understanding of the content. (Muhammad Ali Imron dan Eko Kuntarto, 2019)

The above statement is in accordance with the results of an interview with Mrs. Lia Nurseha as the fifth grade homeroom teacher of SD Muhammadiyah 1 Sangatta Selatan, she said that there is no library in this school, actually there used to be, but currently the place is not available. In addition, the arrangement of the reading corner in the classroom is also less attractive, making students less interested or indifferent to reading activities. In fact, at this age phase, literacy activities should start with reading first, then continue with writing down new words they see or find in books. Usually, after reading, students will write down the new vocabulary and if they do not understand the meaning, they will ask the teacher. This shows that students' vocabulary is still limited and their understanding of the meaning of words is not very broad.

3. Solution to the Implementation of the Role of the School Literacy Program in Increasing Students' Reading Interest in Islamic Religious Education Learning at SD Muhammadiyah 1 Sangatta Selatan

As a solution, teachers recommend reducing the use of gadgets at home and educating parents to be more involved in children's literacy activities. One strategy is to encourage children to read storybooks before bedtime and provide light reading materials at home. Teachers also suggested providing a decent, comfortable and complete library so that students have access to more books that suit their interests, including PAI books.

At school, reading habituation is consistently carried out through a visually appealing reading corner. Students are given appreciation in the form of grades, praise or rewards to motivate the reading habit. The activity of watching educational shows and then discussing them is also applied to enrich students' visual literacy experience. In terms of vocabulary mastery, teachers encourage students to take notes, ask questions and look up the meaning of words they do not understand through direct guidance. This is expected to foster curiosity and gradually improve students' reading skills and religious understanding.

DISCUSSION

The results showed that the literacy program at SD Muhammadiyah 1 Sangatta Selatan plays a very important role in fostering students' interest in reading, especially in learning Islamic Religious Education (PAI). This program not only improves basic reading and writing skills, but also forms positive learning habits, enriches vocabulary, and encourages

students to think critically and dare to retell what they read. The fact that students can recognize and understand Islamic teachings from the books they read proves that literacy has a direct link to character and religious education. Habituation to reading through reading corners, interesting classroom management, and digital media support such as TV in the classroom have proven effective in building a fun literacy atmosphere. (Anis Sukmawati, 2023)

The significance of this finding is that literacy is not just a reading activity but part of the process of personality formation and improving the overall quality of education. Students do not only read to find out information, but also to understand, connect and apply in daily life, especially in the context of Islamic values. This becomes very important because basic education is the phase of forming the foundation of children's cognitive and affective skills. When students are accustomed to reading and writing, they more easily accept and internalize subject matter, including religious values such as honesty, responsibility, and concern for others. (Destriani, 2022)

The findings also highlight challenges that cannot be ignored, such as the negative influence of gadgets, low motivation from the home environment, the absence of a school library and limited reading facilities at home. This shows that the success of literacy programs depends not only on schools but also on the active involvement of families and the support of the surrounding environment. Therefore, literacy success requires a collaborative approach between teachers, parents and students. (Ali, 2024)

The importance of this result lies in its potential to be the basis for developing a more contextual and comprehensive literacy education policy, especially in religious education in primary schools. The findings also open up opportunities for further research on literacy models integrated with PAI learning, optimal utilization of digital technology, and strategies to empower parents in supporting a literacy culture at home. (Ananta Pramayshela, 2023)

The results of this study are in line with various previous studies which state that school literacy programs play an important role in improving students' reading interest and skills. Research conducted by Dewi (2020) confirms that a consistently implemented literacy program has a positive impact on improving student learning outcomes in various subjects. This is in line with the findings at SD Muhammadiyah 1 Sangatta Selatan, where the implementation of the reading corner and the integration of 15 minutes of reading time before or after learning are effective in developing students' reading habits.

Research by Nugroho and Fadillah (2021) also supports the results of this study, emphasizing that the success of the literacy program is strongly influenced by the role of the teacher as a facilitator, as well as the design of an attractive and contextual literacy space. In this study, teachers played an active role in preparing a comfortable reading corner, motivating students, and integrating reading activities into PAI learning. Visual support such as television in the classroom and a variety of activities (such as writing new vocabulary and watching educational videos) also enriched the literacy method as suggested by Nugroho and Fadillah. (Shinta Ramanhini, 2020)

However, compared to previous studies, this research makes a new contribution in the context of the relationship between literacy and Islamic Religious Education (PAI) learning in particular. While most previous studies focused on general lessons or literacy in general, this study highlights how literacy can deepen students' understanding of Islamic values, such as morals, tawhid and worship. The findings expand the scope of literacy not only as an academic skill but also as a medium for religious character building.

This study also reinforces the literature on factors inhibiting literacy, as described in Kirsch & Jungeblut's theory that interest in reading is strongly influenced by the home environment and the availability of access to reading materials. At SD Muhammadiyah 1 Sangatta Selatan, obstacles such as the dominance of gadget use, lack of motivation from parents, and the absence of a library are real challenges that need to be addressed. This is in line with the theory that environmental support (home and school) determines the success of literacy programs. (Baiq Arnika Saadati dan Muhammad Sadli, 2019)

Thus, the results of this study not only strengthen previous theories and findings but also add a new contextual perspective, particularly in the implementation of literacy in religious learning. This opens up space for further, more in-depth research into the integration of literacy in Islamic education and the development of religious literacy-based learning models.

Based on the researcher's direct experience during the research process, there are a number of limitations that can potentially affect the results and conclusions drawn. The researcher realizes that this research is not entirely perfect and still has various shortcomings that deserve to be considered, including the following:

Time Limitations. This research was conducted in a relatively short period of time, so the data collection process could not be carried out in depth and repeatedly. The limited time meant that the researchers did not have enough space to triangulate the data more thoroughly, such as repeated observations, re-verification of interview results, or cross-time observations. Doubts arise that the results obtained may not fully reflect the actual conditions that take place in schools in the long run.

Limited number of informants. The number of informants in this study included only one Islamic Religious Education (PAI) teacher, one homeroom teacher, and two students from class V. The limited number and variety of informants may affect the representativeness of the data collected. The limited number and variety of informants can affect the representativeness of the data collected. Thus, the views and experiences obtained do not necessarily fully describe the dynamics that occur in the entire school environment, whether from the perspective of other teachers, students from different classes, or parents. This raises doubts that the findings may be subjective and not strong enough to be generalized to a wider context.

Limited access to school documentation. Constraints were also found in terms of access to school documentation related to the implementation of the literacy program. Many written data such as activity reports, reading book lists and student literacy development records were difficult to access because the implementation was not regularly scheduled or well documented. As a result, most of the findings rely heavily on verbal data

(interviews) and direct observation. This leads to possible data bias and limited validity as not all data can be verified with adequate documentary evidence.

The limitation of the generalizability of the findings is that since this study is qualitative and was conducted in only one school with certain characteristics (a private Islamic-based school), the results may not be generalizable to other schools with different backgrounds, such as public schools or non-religious schools. There are doubts about the extent to which these findings can be applied widely, given that literacy programs and school culture are highly contextual and influenced by the internal factors of each educational institution.

The results of this study open up various possibilities for the development of further practices and studies in the field of literacy, especially in the context of Islamic Religious Education (PAI) learning in primary schools. The findings show that literacy programs have great potential in increasing students' interest in reading and religious understanding. Therefore, some important implications that can be used as references for future researchers and educational practitioners are as follows:

Development of a Literacy-Based Learning Model for Islamic Religious Education (PAI)

This research can serve as a basis for designing innovative learning models that integrate literacy activities directly with PAI teaching materials. This model could include the use of Islamic texts, prophet stories or moral stories as the main reading material tailored to the students' level of understanding. The implication is that teachers can develop contextual approaches that not only shape reading skills but also instill religious values.

Strengthening School and Parent Collaboration

This study highlights the importance of parental involvement in fostering children's interest in reading. In practice, schools can design family-based literacy programs, such as "reading together at home", family reading challenges or creating a reading corner at home with guidance from teachers. Further research could examine the extent to which family involvement impacts the success of literacy programs in Islamic schools.

Provision and Development of Relevant Islamic Education Reading Resources

The findings show that students are more interested in reading if books are available that match their interests and context. The implication is that educational institutions and publishers can develop more reading books that are based on Islamic values but presented in an interesting, visual and narrative way. Further research could focus on the effectiveness of specific types of reading materials (e.g. illustrated prophet stories, Islamic comics, Islamic science books) in increasing reading interest and religious understanding.

Evaluation and Replication of Literacy Programs in Other Schools

This finding can be the basis of evaluation for other schools that have implemented literacy programs but have not integrated them optimally with PAI learning. Future research could compare the effectiveness of literacy program implementation between Islamic private schools and public schools or between education levels. This will help identify best practices and common challenges.

Improving Teacher Competency in Integrated Literacy

Teachers play an important role in the success of the literacy program. Therefore, teacher training in developing skills in managing reading corners, selecting appropriate Islamic reading materials and guiding students in critical writing and discussion is needed. Further research could explore the relationship between teacher literacy training and improved student learning outcomes, especially in religious subjects.

A Longitudinal Study of the Impact of Literacy on Student Character and Morale

Another important implication is the need for long-term research to assess the impact of literacy programs on students' character and moral development. With a longitudinal approach, researchers can see how reading habits formed early on affect students' religious attitudes, empathy, social responsibility and moral behavior over a wider period of time.

Exploration of Students' Reading Interests and Preferences

Future researchers are advised to dig deeper into students' interests and reading preferences so that the literacy program developed really suits their needs and interests. This interest-based approach is believed to be more effective in increasing reading motivation than a uniform approach.

CONCLUSION

The literacy program at SD Muhammadiyah 1 Sangatta Selatan has been proven to significantly increase students' interest in reading, especially in learning Islamic Religious Education (PAI). Literacy helps students recognize new vocabulary, broaden their horizons, and encourage reading, writing and critical thinking skills. Students become more active and independent in learning, including in understanding Islamic literature that supports character and religious education.

The obstacles faced are the excessive use of gadgets at home decreases students' interest in reading. Lack of motivation from parents leads to low reading habits outside of school. Limited vocabulary and reading comprehension are still literacy challenges. Inadequate facilities, such as the absence of a library and reading books at home.

The solution applied is to reduce the use of gadgets and direct children to reading activities. Strengthening the role of parents as literacy motivators at home. Improving supporting facilities such as the school library and reading corners in the classroom. Developing reading skills through routine activities, questions and answers, and habituation to convey the content of reading.

Suggestions for Implementation and Further Research: For Schools and Teachers Schools need to provide literacy support facilities such as active libraries and interactive reading corners. Teachers can integrate literacy activities into various subjects, not just PAI. Reading habituation should be done consistently, accompanied by student appreciation strategies (e.g. rewards or reading presentations). Parents need to be actively involved in controlling the use of gadgets and guiding children to read at home. Parents are expected to provide reading materials that are suitable for children's interests and age, and read with their children. For Further Research It is recommended to conduct further research with a broader scope, such as comparing the effectiveness of literacy programs in public and

private schools. Further qualitative research could explore the role of digital literacy in supporting reading interest. Quantitative studies are needed to numerically measure the correlation between literacy programs and student academic achievement.

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