

Literation Culture Living at MI Qurrota A'yun

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Abstract

This research is intended to find out how the model and implementation of literacy culture and its impact on students' willingness to read in Madrasah Ibtidaiyah. The type of research used in this study is descriptive with data collection techniques namely, observation, in-depth interviews and documentation. The data analysis process uses the Miles and Huberman model, namely data reduction, data analysis and drawing conclusions. The research findings show that: 1) The literacy culture model at MI Qurrota A'yun is carried out in three stages, namely through introduction, development and learning; 2) Implementation of cultural literacy is applied inside and outside the classroom with methods of inquiry, questioning, reading, presenting and debriefing and collaboration; 3) The influence of literacy culture on students' interest in reading is effective. This activity shows that the desire to read already exists, students just need to be equipped and facilitated in order to produce students who are truly educated in their literacy aspects.

Keywords: living; culture; literacy; basic education

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Introduction

The development of science and technology (IPTEK) requires people to continue to strive to improve their abilities. The advancement of science and technology has a negative impact on global competition. Generations who are talented in the field of ITE will survive, while those who are incompetent will be pushed aside by the flow of time. Individuals and groups must be proficient in dealing with and adapting to technological developments. Countries compete with each other to progress and become prosperous countries. In facing the 21st century, which is full of challenges, teachers must be able to equip students with the skills needed following the times.

The skills that the current generation must master are critical thinking, writing, problem-solving, reading, creative thinking, collaboration, decision-making, and skills in building communication both orally and in writing (Almarzooq et al., 2020). From the several skills, the most basic are reading and writing because these skills are aimed at understanding an idea, concept, and message contained in a text. From reading activities, a person can experience thought processes and understand broader ideas and even be able to think divergently.

The reading and writing abilities of Indonesian students based on reading ability tests conducted by several research institutions indicate that the literacy skills of Indonesian students need to be improved. It is based on accumulated data on the progress of international reading literacy, showing the low reading ability of Indonesian students, as seen in the following data. First, based on data from the 2011 Progress International Reading Literacy Study (PIRLS), Indonesia ranks 5th out of 8 countries assessed (Mullis & Martin, 2021). Second, the results of the data from the International Student Assessment Program in 2015 showed Indonesia is in 6th position out of 72 countries that have been surveyed. Third, based on the average score of the three competencies tested by the Indonesian National Assessment Program (INAP) shows that there has been an increase in science and mathematics competence. In contrast, reading and writing skills did not significantly increase in 2012-2015 (P. Wiedarti & etal, 2018).

In 2015, as a form of government response to low literacy skills, the Ministry of Education and Culture issued Regulation (Kemendikbud) No. 23 of 2015 concerning Character Building through the Reading Movement in Madrasas. In 2018 the government tried to make literacy a national priority by launching the National Literacy Movement (Vivi Indriyani et al., 2019). The movement is aimed not only at students but at all levels of society in general. The School Literacy Movement views literacy activities as an effort to develop student character and emphasises the ability to understand, access, and use something with various activities such as communication, writing, reading, or listening to an object being studied or studied. These skills are then used to develop students' critical thinking, communicative, creative and collaborative abilities. In addition to helping instil student learning habits, GLS also aims to create a school environment as a lifelong learning environment, cultivating reading and writing activities as the core of school activities. Building positive habits for students requires teachers to be able to create learning that is more based on activity/creativity because skill is the highest level after knowing, understanding, implementing, and becoming a habit (Winaryati, 2018).

The Center of Education and Culture Research has just released a literacy performance indicator (alibaca). The results show that several provinces require intensive treatment, such as West Kalimantan, West Papua, East Nusa Tenggara (NTT) and Papua. From the presentation of the literacy activity index data issued by the Center for Education and Culture Policy, there are several provinces whose figures are high and even moderate among other provinces, namely, Special Region

of Yogyakarta (DIY), Special Capital Region (DKI) Jakarta, and Riau Islands (Solihin Dkk, 2019).

A literacy culture in schools requires support from various parties, especially teachers, because teachers interact more with students in the learning process. Thus a literacy culture can be built through the learning process. Literacy learning must be carried out in pleasant and meaningful conditions for students. If taught under conditions of coercion, students will feel afraid and depressed. Meaningful learning can be achieved when what students have learned can apply it in their lives, both in the life of the community in their environment and to continue their education to a higher level (An-Nisa Apriani, 2017).

The observations made by researchers at Madrasah Ibtidaiyah Qurrota A'yun show that the problems found in literacy activities are still unable to read and write correctly. Including early-grade and even upper-grade students, students have yet to be able to retell what was read before. If there are students who can retell the theme read in the enrichment book, it is not coherent and orderly. To Overcome the problem, teachers can turn on literacy activities under the scope of the school, including inside and outside the classroom. Literacy culture must be built from elementary school so that the future of children is not threatened by illiteracy and stupidity.

The explanation of the data and problems above shows the need to increase literacy activities in Indonesia, especially in reading and writing skills. Apart from the results of various reading tests conducted by educational institutions, it is also necessary to know about literacy recognition methods in schools. From the description of the data, the application of education carried out in madrasas has not shown the role of educational institutions as learning organizations that seek to instil reading skills to support students as lifelong learners. Indeed, this kind of thing is not a problem that is considered normal, but it has become a virus. It is happening in all provinces of Indonesia, so the central government must aggressively deal with it and coordinate with local governments to minimize the low willingness to read in Indonesian society.

From the background of the problems above, this study aims to find out and analyze the urgency of living a culture of literacy in elementary schools, what is the strategy for implementing literacy at MI Qurrota A'yun, and how it impacts students' enthusiasm and interest in learning, especially in aspects of reading literacy. Even though this literacy is seen as normal, it has a very decisive power towards developing students' capacities because reading is the first door for us to explore other sciences.

Research Method

The type of research used in this research is descriptive qualitative research. *Qualitative research* is a method used to research and examine the state of objects naturally and positions the researcher as the main actor in collecting inductive data. Then the research results emphasize meaning rather than generalization (Sugiyono, 2019). The subjects in this study were fourth-grade students, school principals, teachers and library staff. The research subjects are parties who can provide information during the research that is related to the living literacy culture at MI Qurrota A'yun Yogyakarta.

The data collection technique used in this study was carried out through three stages: observation, interview and documentation. The process of data analysis uses a flow model of analysis. Data reduction is made through data collection, analysis and conclusion (Milles dan Huberman, 2014). The data analysis technique in question can be visualized as shown in Figure 1.

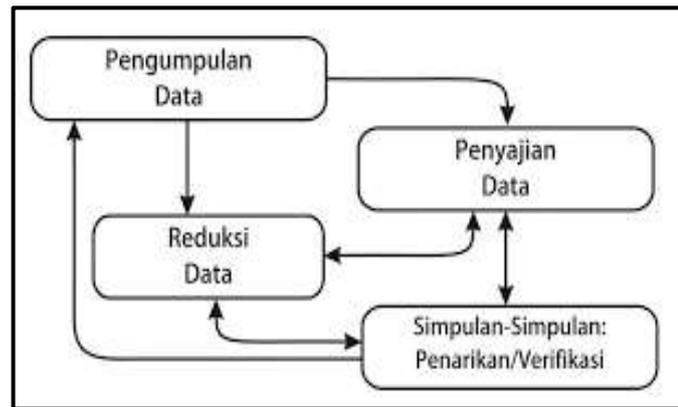


Figure 1. Model Analysis

Result and Discussion

1. Literacy Culture

The term culture comes from Sanskrit, *budhayah*, the plural form of *budhi*, and means mind or reason. Meanwhile, the English language for culture is the same as *culture*, and *culture* comes from the Latin word *Colere*, which means all human power and effort in creativity. Topan Alparedi defines *culture* as a set of behavior patterns, art, beliefs, institutions, and all other human activities and ways of thinking that characterize certain societies (Alparedi & Toni, 2021).

Stop and Smith in Subiyantoro explained that the cultural layer could be separated into three parts: artifacts, beliefs, and assumptions. First, artifacts, namely cultural layers, can be seen directly, such as daily rituals carried out at Madrasas, such as flag ceremonies, *tahfiz*, *Dhuha* prayers, and increasing student literacy. The second layer relates to the values and beliefs in educational institutions, such as greeting when entering class, praying before studying, respecting teachers, maintaining cleanliness and others. It is the main characteristic of madrasas, while the last layer is about thinking because they consider that what is being done is right (Subiyantoro, 2013).

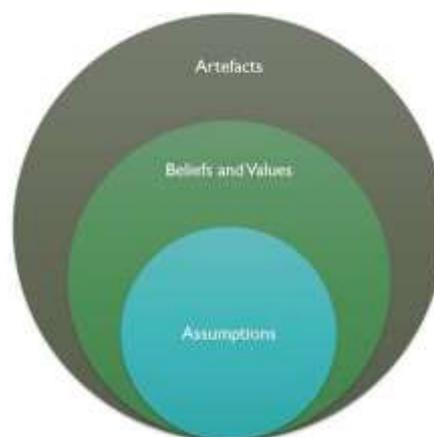


Figure 2. Culture Layer

Based Figure 2, shows that students carry out literacy activities because of their strong belief and will towards these activities and assume that the activities carried out can add to their knowledge and life experiences. Teachers have an important role in developing literacy, with an apparent belief and mission to educate intelligent Madrasah generations.

Culture is born in a person's life and passed down from generation to generation. Culture is also a habit formed from a person's thinking and the fruit of one's behavior. As for its relationship with literacy culture, literacy culture is an individual's way of carrying out activities with specific goals, so individuals must obey and be guided to achieve these goals. This culture originates from something that is often or usually done by someone, so something that is often done eventually becomes a habit.

Meanwhile, the literacy culture referred to in this paper is activities that have become habits and are carried out by someone continuously to understand texts and obtain new information. Every student who has experienced a learning process tends to develop different habits and seems to have changed from before. Good study habits tend to be able to live with whole discipline and responsibility in every action of learning. Several things must be considered in the learning process, namely; success in mastering the topics studied, and this depends on regular study habits starting from how to take lessons, how to study independently, how to study in groups, how to study textbooks and enrichment books (Novandri et al., 2021). In the learning process, habituation can also reduce behavior that is not useful. This process of shrinking tendencies can give birth to a new, relatively settled, automatic pattern of behavior.

Culture is also a concept or an element that will arouse someone's interest, while another meaning of culture is a system (from inherited behavior social patterns) that works to connect human communities with their ecological environment (Palar et al., 2018). In connection with this explanation, Thorndike in Gagne put forward a theory called "laws of exercise and effect". According to this theory, if someone does something repeatedly, it can improve one's performance. He also added that an activity can be carried out well and even perfectly if the activity is carried out continuously. The laws offered by Thorndike can be applied by teachers in the learning process by involving students to construct their thoughts in response to the stimulus provided by the educator (Hermansyah, 2020).

The explanation above shows that when students are accustomed to reading, they will be motivated and become an activity that must be remembered to do it. In other aspects, students also gain new knowledge. Reading activities can become a habit in madrasas if done continuously, both in the classroom and outside the room and social sphere. Forming student habits takes a relatively long time, therefore it takes patience and cooperation for teachers at school.

The term "literacy" comes from the Latin word *litteratus* which corresponds to the English letter, which refers to the ability to read and write. Literacy is defined as the ability to read and write, which then develops into the ability to manage knowledge in specific fields. In Indonesia, *literacy* was initially defined as literacy or understanding (Kemendikbud, 2018). In the first stage, students are emphasized in reading and writing because these two skills are the basis for developing literacy in various ways. The understanding of literacy in the end penetrates not only to the problem of reading and writing, but also scientific literacy, information literacy, digital literacy, media literacy, or it can be called multiliteracy.

Wiedarti explained that Basic Literacy is a student's ability to listen, read, write, speak, and count, which is related to analytical abilities to calculate, interpret information (perceiving), communicate, and present information (drawing).) based on understanding, then draw personal conclusions" (D. Wiedarti, 2018). Literacy, in this sense, includes four skills: listening, speaking, reading and writing. On the other hand, literacy is referred to as literacy in reading and writing. Meanwhile, according to law no. 3 of 2017 concerning the Bookkeeping System, Literacy is interpreted as the ability to critically interpret information so that

everyone can access science and technology to improve their quality of life (Presiden RI, 2017).

From the explanation described above, literacy is an activity or activities aimed at obtaining information through reading, writing, listening and speaking. Students must be introduced to deepening related to these literacy activities because it is in educational institutions that students are genuinely equipped to compete in high schools.

2. Living Literacy

Living literacy referred to in this paper is to activate/enliven the literacy spirit of students at MI Qurrota A'yun Sleman. One of the six basic literacy that students need to master is reading and writing literacy. Because reading and writing are the earliest known literacy in the history of human civilization, both are classified as functional literacy and are of great use in everyday life. By having good reading skills, one can live a better quality of life, even more so in an increasingly modern era marked by intense competition and the rapid dissemination of information. Individual competence is needed in order to survive well and be able to absorb information that develops extensively.

A person's reading power is the key to learning all knowledge, including information and daily instructions that significantly impact life. When receiving a prescription, what is needed is the ability to understand the instructions for use given by the doctor. Indeed if it is wrong, then the consequences can be fatal. Good reading skills are not only being able to read fluently but also must be accompanied by the ability to understand the text being read. The text in question is not just words and sentences but can be symbols, numbers, or graphics (Saryono et al., 2017). It is also in line with what was conveyed by the class teacher when interviewed;

Literacy activities at MI Qurrota A'yun are carried out routinely every Friday, showed in Figure 3. When the literacy activities were carried out, the children were delighted and enthusiastic, and it was seen that when the literacy activities were to be carried out, the students were ready and holding the books they had. In contrast, the target of this literacy activity was more inclined to the child's ability to understand the contents of the reading. To strengthen students' memory and understanding of the reading contents, we asked them to retell the points that could be learned from the contents. Literacy activities are carried out using the question-and-answer method and discussion.



Figure 3. Student Literacy Activity

3. Literacy in SD/MI

a. Literacy Culture in MI Qurrota A'yun

Cultivating literacy from an early age is one of the efforts to improve human resources (HR) in educational institutions. Literacy activities can be carried out

through reading, although in a broad sense that literacy is not only reading activities but researching and mastering technology also means literacy as what is called scientific literacy and digital literacy. In this paper, researchers are more focused on reading literacy as an activity that needs to be developed and accustomed to by school members. Reading is also an act that can add insight and increase the quality of one's knowledge. Culture and literacy are activities to support the realization of effective and efficient learning. In addition, literacy culture can also be interpreted as a tool in the learning process to broaden students' insights, vocabularies, train writing, and foster an interest in reading in children from an early age (Lestari et al., 2021).

Therefore, there is a need for breakthroughs from various parties, such as the government, the family sphere and the school to increase students' reading power. The most appropriate program is to cultivate literacy in the madrasah environment. Elementary schools are the most appropriate institutions to revive literacy culture because literacy culture must be in direct contact with student activities. Interest in reading for students must be instilled from an early age so that someone is familiar with books from childhood to adulthood. If you are used to reading from an early age, then students will be more thirsty to read at the next level. Literacy activities can be realized by implementing the school literacy movement (GLS). GLS can also be implemented by integrating extracurricular activities at school (Amri & Rochmah, 2021).

The importance of living a literacy culture in SD and MI certainly has a goal. That is, students can get used to it, and those who have yet to become fluent in reading will be able to slowly as literacy practices are carried out; with habituation, it will produce changes or improvements in students' reading skills. Because children aged 7-12 years must be required to like reading so they can read adequately and absorb the information correctly. The development of a literacy culture model at MI Qurrota A'yun cannot be separated from the school community's role. Especially the madrasa head is the highest leader in the institution and has the right to issue a decision or policy regarding programs that must be implemented in the school environment, including those related to literacy culture in schools. The literacy activities at MI Qurrota A'yun are carried out in three stages as follows;

a. Habituation

The literacy habituation model in schools is the first thing to do because this habituation stage is crucial to apply in order to instil students' love for reading. This habituation also aims to foster reading power in students so that when reading, activities can be carried out with a sense of fun and enjoyment. The growing interest in reading is fundamental to the development of students' literacy skills. One way to foster an interest in reading is to accustom school members to reading books for 15 minutes. The 15-minute reading activity can be carried out before class or at another time. The activity was carried out without bills, so the school members liked to grow and develop (Wiedarti, 2018).

Habits are actions that are carried out repeatedly without any element of coercion. Habits are not natural in humans but are the result of the learning process, the influence of experience, and the surrounding environment's circumstances. Because of that, habits can be fostered and developed by teachers and parents. Not only are literacy activities considered, but teachers can also get used to positive habits such as greeting and shaking hands with students. It is done so that teachers and students can get along emotionally as parents and students and then continue the process of teaching and learning activities (KBM).

b. Development

Developments that can be carried out by madrasa heads and teachers to support the success of a literacy culture are facilitating all needs in the form of reading books, newspapers, and magazines. In addition, the madrasah also developed artifacts in the school's physical environment that are rich in literacy, such as in-class bulletin boards, reading corners, and interesting non-learning books for students to read. It is what is meant by cultural theory, that artifacts are attitudes that can be observed. For example the arrangement of classrooms, courtyards and parks and even to student behavior as daily routines, greeting the teacher before entering class, reading \pm 15 minutes before class begins, implementing dhuha prayer after the first hour of class is over, as well as other intra-curricular and extra-curricular activities.

Literacy activities in this phase aim to develop the ability to understand reading and relate it to personal experiences, think critically, and cultivate communication skills creatively through responding to enrichment books. Developing an interest in reading is based on the activity of reading non-learning books as an effort to develop literacy skills through non-academic activities (non-academic bills that are not related to grades can be done), such as: writing synopsis, discussing books that have been read, debriefing, and other activities. At this development stage, teachers at SD/MI apply it during learning and outside of class hours. Development can also be done by giving assignments to read and understand the text in the learning book and then filling in the essay questions in the textbook. This method is done so that students can read carefully and also strengthen students memories of the material that has been taught. This technique can sharpen students' memory and increase student independence in solving problems in the school environment, one of which is the assignment given by the teacher at the madrasah.

c. Learning

Literacy activities in the learning phase aim to develop the ability to understand reading texts and process communication creatively through activities responding to enrichment books and subject books. Activities like this can be carried out through independent assignment bills that are academic (related to subjects). Teachers use literacy strategies in learning (in all subjects). In addition, all subjects can use a variety of texts (print/visual/digital) available in enrichment books or other information outside of textbooks. Teachers are also expected to be creative and proactive in finding learning references relevant to the teaching themes.

In the researcher's opinion, the learning stage is an effort made by the teacher to stimulate students so that each student is told to read for at least 15 minutes, as stated in government regulation No. 23 of 2015 concerning growing character through GLS. At this stage, students are targeted to have a high sense of pleasure and willingness to read books. Whether it be textbooks or non-learning books, without having to be asked and supervised by the teacher, their interest in reading has become their need and hobby, so it is difficult for them to stay away from the book.

The model of student literacy cultural activities developed at Madrasah Ibtidaiyah Qurrota A'yun starts from the scope of the madrasa to the inner layer, namely the belief for teachers to continue to develop a literacy culture so that students are genuinely in a rich atmosphere in literacy activities.

4. Implemetation of Literacy Culture in SD/MI

Reading activity is an individual need and part of the lifestyle of most modern societies. Reading skills are basic skills that are continuously needed because, with reading skills, everyone can enter the scientific world full of meaning in understanding the treasures of knowledge and wisdom. Reading is not only done in school when studying but can be done anywhere throughout life. The habit of reading is something important and fundamental that must be developed from an early age to improve the quality of education, both basic, secondary and tertiary education (Hasanah & Deiniatur, 2019). A literacy culture in SD/MI can be applied in and outside the classroom. Literacy activities outside the classroom are carried out, so students feel energized in class.

1. Literacy Activity In Classroom

The teacher can make an effort to implement literacy in the classroom by creating learning methods or stages. Teachers can carefully choose pre-reading activities, reading activities, and reading creativity for students so that they can create fun and effective learning methods. In activities carried out pre-core learning in the classroom, the teacher can explain the initial objectives of learning as a basis for knowledge and understanding for students to be able to know and make it easier to catch what the teacher will explain from the material being taught. The teacher invites students to read carefully and cooperative learning together.

Literacy activities in the teacher's class can be carried out by applying a suitable method; students can read together with different books according to their preferences of students. Then after the students finished reading, they were asked to ask each other about the content they read and tell according to their ability. In addition, teacher creativity in using teaching methods and using learning media is very necessary so that learning media, such as stories and games, can influence the learning process to be effective. This method can foster students' interest and enthusiasm for reading while at the same time increasing students' understanding of a reading text (Ratnawati & Asniawati, 2020). This method can activate students to work together with others and strengthen relationships between students. It also realises student-centred teaching and learning activities (student centre). In addition to the above, this can also build student awareness of learning. Figure 4 is a form of literacy activity carried out by students under the teacher's guidance.



Figure 4. Literacy Activity In Classroom

2. Literacy Activity Outside Classroom

Activities outside of learning hours are tentative, meaning they depend on the pattern the supervising teacher uses in the madrasa. Literacy activities are oriented towards increasing student knowledge such as activities, reading in the

schoolyard, speech training, visiting the school library and regional library, reading in the book corner and extracurricular activities. Through literacy activities, students can also complete assignments given by the teacher. Teachers can strengthen it with motivation, guidance, and facilitation in the form of fiction books, stories, fairy tales, and other non-learning books so that children's reading needs are supported by collections of books provided on bookshelves, reading corners and school libraries.

“During the literacy activity, all the books were available on the bookshelves and corners of the classroom. All classroom teachers already have schedules to assist students' literacy activities, scheduled every Friday. Forms of literacy activities outside the classroom can be done anywhere, including on the front page of the class.



Figure 5. Literacy Activity Outside Classroom

Figure 5 is a form of reading literacy activity carried out by grade IV students. This kind of literacy activity is always carried out by teachers when the subject teacher is absent, and sometimes they also do it during breaks. In this literacy activity, the teacher also participates in reading, fosters and controls the process. This activity is one way that can be taken by teachers at MI in the context of eradicating illiteracy, increasing interest in reading, cultivating a culture of community literacy, and increasing the nation's competitiveness through education-strengthening programs.

Conclusion

Based on the results of the discussion and analysis described above, it can be concluded from this study that literacy culture is carried out through habituation, development, and learning. At this stage, teachers can apply it to all subjects using various text, print, visual, and digital materials or discuss material already in the student package book.

Implementing literacy culture in primary education is carried out in and outside the classroom using the Question and Answer Method, SQ3R Method, Discussion Method and Collaborative Method. The positive influence of these literacy activities shows that reviving a reading and writing culture can increase students' interest in reading and is very effective. It can be seen from several points; a). Pleasure, b). Student participation, and c). The willingness of students to respond to literacy activities, d). Students are very enthusiastic and critical when discussing with the teacher or asking questions. It shows that the student's desire to read and write already exists; it just needs to be perfected and further developed

by the teachers at school. It also shows that revitalizing literacy activities in schools can positively impact student learning. Students' confidence in reading and writing can increase because reading and writing activities can add new information and knowledge.

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