
Culture Management Literature In Realizing Student Achievement At MTsN 3 Pamekasan

Hurriyatul Ifadhah

State Islamic Institute of Madura, Indonesia
hurriyatulifadhah01@gmail.com

Hilmi Qosim Mubah

State Islamic Institute of Madura, Indonesia
hilmiqosimmubah@iainmadura.ac.id

Abstract

Keywords: Literacy culture management, student achievement

Literacy culture management is an ability to manage, organize, mobilize, and control positive values in carrying out thinking habits through reading and writing activities. Literacy culture is very supportive of the formation of students who can achieve achievement. So that if the literacy culture can be managed properly, the literacy culture that is built can realize efficient student achievements. Planning a literacy culture in realizing student achievement at MTSN 3 Pamekasan is the desire to create a literacy culture madrasa with discussions. The implementation of literacy culture in realizing student achievement at MTSN 3 Pamekasan is to be carried out every day with a predetermined time. Evaluation of literacy culture in realizing student achievement at MTSN 3 Pamekasan is by the existence of several supporting factors and inhibiting factors as well as solutions used to implement culture literacy that can realize student achievement.

Abstrak

Kata Kunci: Manajemen budaya literasi merupakan kemampuan mengelola, Literacy culture mengorganisasikan, menggerakkan, dan mengendalikan nilai-nilai positif

management,
student
achievement

dalam menjalankan kebiasaan berpikir melalui kegiatan membaca dan menulis. Budaya literasi sangat mendukung terbentuknya peserta didik yang mampu meraih prestasi. Sehingga apabila budaya literasi dapat dikelola dengan baik maka budaya literasi yang dibangun dapat mewujudkan prestasi siswa yang efisien. Perencanaan budaya literasi dalam mewujudkan prestasi siswa di MTSN 3 Pamekasan adalah keinginan untuk mewujudkan madrasah budaya literasi dengan diskusi. Penerapan budaya literasi dalam mewujudkan prestasi siswa di MTSN 3 Pamekasan dilaksanakan setiap hari dengan waktu yang telah ditentukan. Evaluasi budaya literasi dalam mewujudkan prestasi siswa di MTSN 3 Pamekasan adalah dengan adanya beberapa faktor pendukung dan faktor penghambat serta solusi yang digunakan untuk menerapkan budaya literasi yang dapat mewujudkan prestasi siswa.

Received: 06-06-2023, Revised: 18-19-2023, Accepted: 23-10-2023

© Hurriyatul Ifadhah, Hilmi Qosim Mubah

Introduction

School culture is a system of meaning to foster mental so that the thoughts and actions of school members are based on moral considerations and can be accounted for (Barnawi & Arifin, 2013: 109) School culture can be used as an assumption that can be shared and built by the entire school community. These assumptions can be in the form of beliefs, values, norms, and works that exist in the school environment. Therefore, school culture is closely related to the thoughts, feelings, and behavior of the school community.

Among the existing school cultures, one of them is literacy culture. Hearing the term literacy, which is synonymous with reading and writing activities. Literacy according to Kern as quoted by Ahmad Sangid and Ali Muhdi means the use of texts in various meaningful occasions, bound by situations both socially, historically, and culturally (Sangid & Muhdi, 2020: 3) In this case, the existence of a literacy culture can affect the development of education.

Literacy activities can certainly be found in educational institutions, but not all educational institutions have a literacy culture. Because the

educational environment is a place to learn something from those who initially don't know to know. In this case literacy activities take part in it. That includes reading and writing activities. The goal is that students are able to improve their understanding and can obtain information that is not yet known.

Literacy is an important thing to be applied in life as a skill. The school literacy movement aims to develop the character of students through cultivating the school literacy ecosystem so that they become lifelong learners (Sutriyanti & Dharmawa, 2021: 81) The implementation of education is largely tied to literacy awareness. This literacy culture will affect the level of success of students, at school and in the community. Literacy activities that we often encounter are reading activities. This reading activity certainly affects the intellectual improvement of students as the main foundation for learning something.

For some Indonesian people, reading is an activity that is not liked and even less popular even though reading has many benefits. These benefits can be obtained in terms of intelligence, high intellectual ability, and students can think critically. Not only that, reading can increase maturity in thinking and acting, this is seen in terms of values, attitudes and conscience. So that it can foster a sense of caring for others.

The results of the 2015 Program for International Student Assessment (PISA) assessment showed that on average Indonesian students were ranked 64th out of 72 countries. Then from the 2018 PISA assessment (score 371 points from an average score of 487 points) which clearly shows Indonesian students have decreased reading skills compared to PISA 2015 (score 397 from an average score of 493 points) (Mahfudh & Imron, 2020: 17) From these results, it can be used as a benchmark for all elements of educational practitioners so that they can fix which parts need to be improved.

In addition, according to UNESCO data in a research entitled World's Most Literate Nations Ranked conducted by Central Connecticut State University in March 2016, Indonesia was declared to be ranked 60th out of 61

countries regarding reading interest. UNESCO states that the index of reading interest in Indonesia has only reached 0.001 which means that every 1000 residents only one has an interest in reading. Factors that influence reading interest are the factor of providing time to read and choosing good reading (Pradana, 2020: 82)

This fact is very concerning and of course there is a need for countermeasures in the formation of an academic climate in Indonesian society. Another cause of the low literacy culture in Indonesia is the lack of availability of reading books and difficulties in accessing these reading books. This is something that needs to be addressed by the government in order to create a literacy culture for increasing achievement in Indonesia.

The purpose of the literacy culture itself is to carry out the habit of thinking followed by a process of reading and writing which can eventually produce a work. But again, the obstacles that exist in Indonesia are currently experiencing a literacy crisis. In this case, the Indonesian people feel reluctant and do not care about the importance of a literacy culture in the midst of increasing globalization which is increasingly eroding the existence of a literacy culture.

In this case, it is clear that the literacy culture is very supportive of the formation of students who can achieve achievements. Because if the literacy culture can be managed properly, the literacy culture that is built will form thinking habits accompanied by activities such as reading and writing so that students can create useful works.

MTsN 3 Pamekasan is one of the schools among other schools in Pamekasan that has implemented a literacy culture through implemented programs. These programs were formed as an effort to improve literacy in the world of education and to produce outstanding students. Such as the silent reading culture program or better known as the spare term, and many other programs. The implementation of the literacy culture program at MTsN 3

Pamekasan has resulted in various achievements such as books written by teachers and students who have ISBN.

Based on the above, it shows that literacy culture is very important to be managed and applied in order to create students who can achieve achievements.

Method

This study uses a qualitative approach with a descriptive type of research. Sources of data obtained by means of interviews, observation, and documentation. The types of interviews used were structured and unstructured interviews, while the types of observations used were non-participant observations. The informants consisted of the principal of the madrasa, the academic assistant, the student council, the coordinator of literacy activities, the head of the library, and students.

Result and Discussion

Planning for Literacy Culture in Realizing Student Achievement at MTsN 3 Pamekasan

Morisson in Sarwiji Suwandi states that literacy is a person's ability to read, write, speak, and listen with an emphasis on reading and writing skills. The basic aspect of literacy is based on reading which is related to reading ability, reading interest, and reading habits of each individual. Someone who has literacy skills is someone who can read, wants to read, and is accustomed to reading. If these three things are done collectively, then a reading culture is formed (Suwandi, 2019: 6)

This is in accordance with the researcher's findings, that the madrasa literacy culture applied by MTsN 3 Pamekasan is motivated by the desire of the madrasa principal, waka, and the teacher council to increase reading activities for programmed pleasure. So that from this background they can train reading behavior, build reading habits, build students' reading abilities and fluency, provide opportunities for students to get the widest possible information about

what they want to read and provide equal access to all madrasah residents, creating the atmosphere of the madrasa library is informative, educative, research and recreational, and can create a madrasa environment with a literacy culture.

Planning is a process that involves efforts made to anticipate future trends, determining appropriate strategies and tactics to realize organizational targets and goals (Nashar, 2013: 12) Likewise, MTsN 3 Pamekasan when creating a literacy culture program, this madrasa always makes careful planning. In making the plan, the head of the madrasah held discussions on matters relating to the program with the waka, the teacher council, and librarian.

From the results of interviews and findings in the field, the researchers concluded that the planning of literacy culture at MTsN 3 Pamekasan was in line with the theory above, namely the background of the existence of a literacy culture at MTsN 3 Pamekasan came from the great desire of the madrasa principal, waka, teacher councils, and all staff to increase students' interest in reading, create a madrasa environment with a literacy culture and can support the success of students both in madrasas and in everyday life. So from this desire it was realized by the formation of a careful plan packed with meetings between the head of the madrasa, the waka, the teacher council, and librarian to discuss the program design and the steps. With the planning carried out by MTsN 3 Pamekasan, it will create strategies and tactics to form a literacy culture program at MTsN 3 Pamekasan.

Organizing a Literacy Culture in Realizing Student Achievement at MTsN 3 Pamekasan

The principal is fully involved in developing a quality school culture (Mulyadi, 2010: 83) Based on research findings at MTsN 3 Pamekasan, madrasah principals play an important role in the formation of a literacy culture program. Apart from being a policy maker, the head of the madrasah also takes part in carrying out his responsibilities as the head of the madrasa. In

this case, the head of the madrasa is the determinant of the graduation of the program run by the students. The head of the madrasah also participates in implementing the literacy culture program and produces many achievements, so that he can be an example for his subordinates.

As in the book written by Sarwiji Suwandi, namely Literacy Education, there Sarwiji explains that teachers have an important responsibility to overcome the low literacy level of students. These efforts can be successful when the teachers themselves already have a literacy culture (Suwandi, 2019: 61)

The researcher found that waka, teacher council, homeroom teacher, literacy coordinator and staff such as librarian also have a responsibility in implementing the literacy culture program at MTsN 3 Pamekasan. The literacy coordinator is responsible for managing the implementation of literacy culture programs in madrasas, such as providing guidance at the beginning of the program's introduction. The first subject teacher is tasked with providing initials for students who have implemented the spare program. Then the homeroom teacher is also responsible for providing initials as evidence that students have completed the spare program. Furthermore, the librarian also has the responsibility of taking notes, giving rewards, providing reading books and various other responsibilities.

Researchers found that the achievement of students at MTsN 3 Pamekasan in terms of literacy, was not only determined by their ability to read, write, or other literacy activities. However, habituation is needed in its implementation and carried out continuously. Because basically, when we talk about madrasas, we are talking about madrasa residents who are in a complex network and of course there must be collaboration or collaborative action that allows all madrasa residents to take part in carrying out the literacy culture program that has been formed, which includes the spare program. , friday's library, corner reading, toghur macapat, literacy ambassador, and tahfidz canteen.

So based on the results of interviews and research findings. It can be concluded that organizing a literacy culture in realizing student achievement at MTsN 3 Pamekasan is in line with the above theory, carried out by collaboration between all components of the madrasa where literacy programs are not only carried out by students. However, the madrasa principal, waka, teacher council, and all staff also participate in implementing the literacy culture programs that have been formed, such as the serep program, Friday's library, corner reading, toghur macapat, literacy ambassadors, and tahfidz canteen. In addition to participating in implementing the program, in organizing a literacy culture, the head of the madrasa has full responsibility for the implementation of the program, and the literacy coordinator has the responsibility of fostering students to implement the literacy culture program, as well as teachers, homeroom teachers and library staff have the responsibility in initials as a sign that the student concerned has finished carrying out literacy activities.

Implementation of Literacy Culture in Realizing Student Achievements at MTsN 3 Pamekasan

Individuals or people who have a high literacy level are not only determined by their ability and interest in reading, but also their reading habits and culture, namely people who actively fill all their activities with reading because reading is the main channel in accessing information and knowledge (Suwandi, 2019: 7)

As in the journal entitled *Educating Through Literacy for Quality Education* written by I Made Ngurah Suragangga that, there are many habituation activities to start the school literacy movement, including bringing books as close as possible to children, easy access to books such as reading carts, availability reading corner and so on (Sugangga, 2017: 158)

So based on research findings regarding the implementation of literacy culture in realizing student achievement at MTsN 3 Pamekasan, it is in line with the theory above, that it is carried out with 6 programs consisting of the spare

program, Friday's library, corner reading, toghur macapat, literacy ambassador, and tahfidz canteen. These six programs can trigger the enthusiasm of students in carrying out a literacy culture. By forming a habit that is carried out continuously until it can produce achievements in the field of literacy.

Like a spare program that is carried out by reading silently every day in the morning. This will form good habits for students because they can concentrate on reading. Just like the Friday's library program, it is carried out with reading activities in the library every Friday, which in this case can provide an understanding for students that the library is an information warehouse with the availability of adequate reading materials at the MTsN 3 Pamekasan library. Then corner reading and toghur macapat as a place provided to carry out literacy activities. This program is included in the provision of reading corners as in theory and will certainly provide convenience for students in reaching places and reading books. Literacy ambassador who can build motivation by giving PIN and certificate. And the tahfidz canteen with its stages that can print hafidz and hafidzah generations.

Evaluation of Literacy Culture in Realizing Student Achievement at MTsN 3 Pamekasan

Program evaluation is a process or scientific activity that is carried out continuously and thoroughly as an effort to control, guarantee and determine the quality (value and meaning) of a program, based on certain criteria and considerations to make a decision and be responsible for implementing the program (Arifin, 2019: 8) Evaluation is carried out to find out whether the program has been running well or not.

This is in accordance with the theory said by Zainal Arifin, related to evaluation activities carried out on an ongoing basis, which at MTsN 3 Pamekasan is held every month. Of course, this will make the applied literacy culture more developed, because evaluation activities are carried out from various contributions from the thoughts of the madrasa principal, waka,

teachers, and librarian. From the meeting activities carried out by the madrasa, this can produce a consideration which will later create a joint decision.

Supporting factors can be in the form of rewards given by the madrasa for students who excel in the literacy program, support from the head of the madrasa as well as teachers to implement literacy programs, adequate facilities and infrastructure, supportive environmental conditions, and the achievements that have been achieved by the principal, madrasas, teachers, and students.

Then in addition to the supporting factors, of course there are several inhibiting factors that need to be overcome with a solution. The solution was obtained through discussions between the head of the madrasa, the waka, the teacher council, and librarian. So that it can produce joint decisions that come from diverse thoughts. As for the inhibiting factors and their solutions, such as the prolonged pandemic period, some programs cannot be implemented. This can be overcome by the madrasah by implementing the applicable health protocols. Then there is one parent of students who feels burdened. Therefore, the madrasah made a mapping and gave concessions. The existence of some students who have special needs, can be overcome by preparing an inclusive class. The last is some students who do not have the will or are lazy to carry out literacy activities. With the implementation of this literacy culture, students initially feel forced and will get used to carrying out literacy programs so that it becomes a necessity.

Conclusion

Planning for a literacy culture stems from the great desire of the madrasa principal, waka, teacher council, and all staff to increase students' reading interest, create a madrasa environment with a literacy culture and can support the success of students both in madrasas and in everyday life. So from this desire, it was realized by the formation of a plan that was packaged with a meeting between the head of the madrasa, the waka, the teacher council, and librarian to discuss the program design and the steps. With the planning carried

out by MTsN 3 Pamekasan, it will create strategies and tactics to form a literacy culture program at MTsN 3 Pamekasan.

Organizing a literacy culture in realizing student achievement at MTsN 3 Pamekasan is carried out by collaboration between all components of the madrasa where the literacy program is not only carried out by students. However, the madrasa principal, waka, teacher council, and all staff also participate in implementing the literacy culture programs that have been formed, such as the spare program, friday library, corner reading, toghur macapat, literacy ambassador, and tahfidz canteen. In addition to participating in implementing the program, in organizing a literacy culture, the head of the madrasa has full responsibility for the implementation of the program, and the literacy coordinator has the responsibility of fostering students to implement the literacy culture program, as well as teachers, homeroom teachers and library staff have the responsibility in initials as a sign that the student concerned has finished carrying out literacy activities.

The implementation of literacy culture in realizing student achievement at MTsN 3 Pamekasan is carried out with 6 programs consisting of the spare program, friday's library, corner reading, toghur macapat, literacy ambassador, and tahfidz canteen. These six programs can trigger the enthusiasm of students in carrying out a literacy culture. By forming a habit that is carried out continuously until it can produce achievements in the field of literacy. Like a spare program that is carried out by reading silently every day in the morning. This will form good habits for students because they can concentrate on reading. Just like the Friday's library program, it is carried out with reading activities in the library every Friday, which in this case can provide an understanding for students that the library is an information warehouse with the availability of adequate reading materials at the MTsN 3 Pamekasan library. Then corner reading and toghur macapat as a place provided to carry out literacy activities. This program is included in the provision of reading corners as in theory and will certainly provide convenience for students in reaching

places and reading books. Literacy ambassador who can build motivation by giving PIN and certificate. And the tahfidz canteen with its stages that can print hafidz and hafidzah generations.

In evaluating the literacy culture at MTsN 3 Pamekasan, there are supporting factors, inhibiting factors and solutions in implementing the literacy program which is the result of evaluation activities carried out on an ongoing basis, every month. Supporting factors include rewards, support from the head of the madrasa and the teachers, adequate facilities and infrastructure, supportive environmental conditions, achievements that have been achieved by the head of the madrasa, teachers, and students such as books with ISBN. Then there are several inhibiting factors that need to be overcome with a solution. The solution was obtained through discussions between the head of the madrasa, the waka, the teacher council, and librarian. As for the inhibiting factors and their solutions, such as the prolonged pandemic period, some programs cannot be implemented. This can be overcome by the madrasah by implementing the applicable health protocols. Then there is one parent of students who feels burdened. Therefore, the madrasah made a mapping and gave concessions. The existence of some students who have special needs, can be overcome by preparing an inclusive class. The last is some students who do not have the will or are lazy to carry out literacy activities. With the implementation of this literacy culture, students initially feel forced and will get used to carrying out literacy programs so that it becomes a necessity.

Bibliography

- Arifin, Zainal. 2019. Program Evaluation. PT Teen Rosdakarya: Bandung.
- Barnawi & Mohammad Arifin. 2013. Branded School: Building Excellent Schools Based on Quality Improvement. Yogyakarta: Ar-Ruzz Media,
- Mahfudh, Muhammad Rijal and Ali Imron, 2020. "The Principal's Strategy in Improving Students' Reading Literacy at SMA Negeri 1 Kediri City," IJIES 3, no. 1. June, <https://doi.org/10.33367/ijies.v3i1.1138>.
- Mulyadi. 2010. Principal Leadership in Developing a Quality Culture. Malang: UIN MALIKI PRESS,
- Nashar. 2013. Fundamentals of management. Surabaya: Salsabila's Pen,
- Pradana, Fransiska Ayuka Putri. 2020. "The Influence of School Literacy Culture Through the Use of Reading Corners on Students' Reading Interest in Elementary Schools," Education and Counseling 2, no. 1. February,
- Sangid, Ahmad & Ali Muhdi. 2020. Islamic Literacy Culture. Yogyakarta: Science Library,
- Suragangga, I Made Ngurah. 2017. "Educating Through Literacy for Quality Education", Quality Assurance 3, no. 2. August, <http://ejournal.ihtdn.ac.id/index.php/JPM>.
- Sutriyanti, Ni Komang and I Made Dharmawan. 2021. "Identifying Obstacles to the Implementation of the School Literacy Movement as an Effort to Develop the Quality of Literacy Culture at SMA Negeri Bali Mandara," Quality Assurance 7, no. 1. February, <http://ejournal.ihtdn.ac.id/index.php/JPM>.
- Suwandi, Sarwiji. Literacy Education. 2019. Bandung: PT Pemuda Rosdakarya,