

## The Culture of Literacy Among Students of Islamic Education Program: A Case at a Private Islamic University

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### Abstract

This study aims to determine the causes and obstacles faced by students of the Islamic Religious Education Study Program in carrying out literacy activities. This study used a qualitative descriptive approach, which provides an appropriate description or explanation that occurs in the field, with data collection methods namely observation, documentation and interviews. So that at the end of the study, it is expected to know the Literacy Culture of Students of the Islamic Religious Education Study Program which is useful as input for institutions/foundations as well as input for competent educators/lecturers. Based on the results of the study, it shows that the reading literacy culture among students is still very low, this is influenced by various factors. The first is the lack of awareness of students in obtaining books or not having books. Second, they prefer to hang out with friends by talking about things that are less likely to lead to learning on campus. Third, they prefer to play games and social networking than reading. Fourth, they are tired and unfocused because they have a side job to earn money for living. These factors arise from within students are generally due to laziness, lack of self-motivation. Although there have been efforts made by lecturers by giving lectures and the library to encourage students to practice a reading literacy culture. However, students themselves choose not to practice reading literacy culture. What is more important is how to optimize students who have a passion for reading and writing, which have added value as a source of information that can assist in carrying out the *Tri Dharma* of Higher Education.

**Keywords:** Literacy culture, Islamic education, case study

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### Introduction

Literacy refers to a person's level of comprehension and the amount of information they are able to comprehend when reading and writing. Reading and writing are skills that are absolutely required for a person to possess in order for them to be able to contribute scientific knowledge, establish a critical, creative, and mature attitude in dealing with the diverse occurrences of life, and assist grow excellent character in themselves. For this reason, a literacy culture can be built through the habit of reading and writing that is cultivated in the community,

specifically by growing awareness of reading starting from the family, cultivating reading on campus, forming a reading community on campus, and optimizing the role of the existing library. In other words, a literacy culture can be built through the habit of reading and writing that is cultivated in the community. Literacy has always been defined in a way that adapts to the demands of the times, but that definition is always in the process of expanding. Reading and writing were once the only skills considered necessary to be considered literate; but, in recent years, people have started to use the term literacy in a far broader sense. A fresh approach to analyzing literacy and learning may be seen in light of the recently proposed concept of literacy. Today, the term "literacy" can refer to a wide range of specialized areas, including "media literacy," "computer literacy," "scientific literacy," "school literacy," and "college literacy," amongst many others. In a democratic society, the essential components of critical literacy may be distilled down to the following five points: understand, engage, utilize, analyze, and modify literature. Every one of them is referring to a set of skills or capabilities that goes beyond simply being able to read and write (Sevima, 2020).

The following is a list of some of the articles that can be used as reference material or to deepen the theoretical study of this article: To begin, there is the article that was authored by Yanti and published by IAI Bunga Bangsa Cirebon 2021. The title of the magazine is "Management of Literacy Culture in Junior High Schools in the Cirebon Regency." The purpose of this research is to investigate the planning, organization, and supervision of Literacy Culture Management at Dukuntang 1 Junior High School in the Cirebon Regency. The National Literacy Movement is an initiative that is carried out in schools with the purpose of fostering literacy. The Case Study approach, which is a research method that places an emphasis on the interview process by making use of relevant questions, has been utilized in this investigation. The findings indicated that planning should involve the creation of work plans, compact pocket books for students, reading diaries for students, and report books for instructors (Yanti, 2021).

Second, the journal entitled "Building a Literacy Culture in Schools" that was authored by Yanida Bu'ulolo, who will be graduating from IKIP Gunung Sitoli 2021. The purpose of this investigation is to develop information abilities by utilizing ways of acquiring information, processing information, and sharing information. The findings of the study, which are the requirements of the learning process in accordance with the 2013 Curriculum and its associated methodology, which is referred to as the scientific approach, are related to the implementation of literacy learning by paying attention to four aspects: learning resources, teaching materials, learning strategies, and assessment (Yanida, 2021).

Third, the article that was published in 2018 in the journal "The Growth of Literacy Culture by Increasing Reading Interest of Villagers" and was authored by Muslimin from the Faculty of Letters and Culture at the State University of Gorontalo. This study aims to: (1) describe in depth the causes of the low interest in reading in the community, especially the young generation of school age; (2) diagnose various causes of people's low interest in reading; and (3) find a model of reading activities that can encourage people to want to read so that a literacy culture can be realized, especially for the young generation of school age in East Tabongo Village, Tabongo District, Gorontalo Regency in East Tabongo Village, Tabongo District, Gorontalo Regency. The method that was employed was a qualitative method in the form of a case study. This method involved looking at occurrences that were relevant to

people's interest in reading and their culture of literacy. The findings showed that the community's interest in reading was still low because there were no facilities for reading, the average level of education of the community was elementary school graduates, school dropouts, and illiteracy, and there were a large number of people in the community who were illiterate (Muslimin, 2018).

Based on the background above, it becomes the main attraction for researchers to research about 'The Culture of Literacy Among Students of Islamic Education Program: A Case at a Private Islamic University'.

The main issues in this scientific research are as follows: How is the literacy culture of Islamic Religious Education students? What are the causes of the weak literacy barriers of Islamic Religious Education students? As the formulation of the problem above, the objectives of this research are to: Knowing the literacy culture of Islamic Religious Education students, Knowing the causes of the weak literacy barriers of Islamic Religious Education students.

### **Methods**

Using a descriptive qualitative research approach, this study examined the literacy culture of students enrolled in the Islamic Religious Education study program at a private Islamic institution. The participants in this study were all students enrolled in the Islamic Religious Education Study Program at *Institut Agama Islam Bakti Negara* (IBN) Tegal.

#### **Data Collection**

The researcher made use of a variety of techniques, namely the following in order to facilitate the implementation of field research more easily:

##### **Observation**

This method the author uses to obtain data about the situation and condition of the general students of *Institut Agama Islam Bakti Negara* (IBN) Tegal, especially for students of the Islamic Education Study Program. This method is also used to determine the existing facilities and infrastructure, geographical location and to collect statistical data on the educational institution concerned. For example, regarding the number of students, the number of lecturers and so on. The observation method is also used by the author to find out or photograph the literacy culture of students. This is done by observing directly to the source of primary data and secondary data sources.

##### **Document**

This technique was utilized to collect information on the overall description of *Institut Agama Islam Bakti Negara Tegal* (IBN), the campus amenities and infrastructure, pictures, and other document data.

##### **Interview**

This method was used to acquire data pertaining to the overall state of IBN Tegal. This data included an overview of students at IBN Tegal, as well as students who were enrolled in the Islamic Education Study Program offered by IBN Tegal. With this technique, it is also envisaged that data on replies and opinions about the state of literacy culture among students of the Islamic Education Study Program of IBN Tegal can be gained. This is because the data will be gathered from the students themselves.

## **Data Analysis**

In order to examine the data gathered for this study, the processes involved using analytical techniques, which included reducing the amount of data, presenting the data, and making conclusions. The act of looking for and assembling data that has been collected through the findings of observations, documentation, and interviews in such a way that it is easy to grasp and can be used as information by others is known as the data analysis approach (Sugiyono, 2010). The method of analyzing data that was utilized in this investigation was consistent with the methodology of the research that was carried out. It is vital to re-verify the findings that support the conclusions in order to ensure that the findings will be considered legitimate data. This will help to reinforce the conclusions. The author made advantage of data triangulation throughout this procedure. Triangulation is a method of verifying data that includes a number of different approaches to data collecting as well as several preexisting data sources.

## **Results**

Literacy culture refers to any action or set of activities that are intended to grow reading and writing movements even further. Literacy has numerous advantages; one of these advantages is that it may help an individual become more acclimated to reading, and it can also help an individual (a student) become accustomed to being able to assimilate material that is read and summarized using language that he understands.

After understanding the definition of literacy, it must be clear what the purpose of this literacy is, but to clarify below, the purpose of literacy will be explained, including the following (Sevima, 2020): Cultivate and develop good character; Growing and developing a literacy culture in schools and communities; You can increase your knowledge by reading all kinds of useful information; Can also increase one's understanding in taking the essence of a reading; Strengthen personality values by reading and writing; While the purpose of literacy is very good, then what are the benefits of literacy, the benefits of literacy include: Add new insights and information; Sharpen yourself in capturing the meaning of an information that is being read; Develop verbal skills; Train thinking and analytical skills; Train in terms of writing and also stringing meaningful words.

Below are the types of literacy, basically this literacy is divided into several types of literacy, including the following: basic literacy, library literacy, visual literacy, media literacy, technology literacy.

Student are people who study at public or private universities, either at universities, institutes or academies. Holding a student title is both an honor and a challenge. Imagine, the expectations and responsibilities carried out by students are so great. Students are agents of change, become someone who can provide solutions to problems faced by a nation's society in various parts of the world (Gurupendidikan, 2022).

There are 3 very important roles for students, namely: The first is the moral role. The campus world is a world where every student freely chooses the life they want. This is where a moral responsibility is required for each of them as individuals to be able to carry out a responsible life and in accordance with the morals that live in society. The second is the social role. In addition to individual responsibility, students also have a social role, namely that their existence and all their actions are not only beneficial for themselves but must also bring benefits

to the surrounding environment. The third is the intellectual role. Students as people who are touted as intellectual beings must be able to realize this status in the realm of real life. In the sense of being fully aware that the basic function of students is to wrestle with science and provide changes for the better with the intellect that they have during their education.

Educational Goals of IBN Tegal (STAIBN, 2017). That higher education is developed to improve Human Resources who have academic/professional abilities as well as independence abilities, leadership abilities who have insight, are critical, and are responsive to the development and development of science and technology, have a spirit of devotion, have a great sense of responsibility towards religion, nation and state.

In line with the development of science and technology, higher education is enhanced through research and development activities that are in accordance with the needs of present and future development. Campus life is developed as a dynamic scientific cultural environment with an insight into the nation's culture, has good character, has faith and piety, and has an Indonesian personality.

Saep (The Vice Rector I of IBN Tegal) on indicators of student literacy culture and strategies to improve the literacy culture of IBN Tegal students:

“Guardian lecturers must also help students become literate academics, at least instruct students to cultivate literacy, from being interested in books to reading them. Making a scientific work from what is read and then implemented or the application of what is read again, published through journals or mass media. Facilities and infrastructure that encourage students to cultivate literacy have not been able to stimulate or stimulate students to cultivate literacy. Officials who are authorized to have regulatory policies make policies to encourage students to have a literacy culture. Student groups or student communities, first class with other classes to support each other, make a competition to make scientific studies based on literacy culture. BEM students, DEMA internally to make tricks to improve literacy culture. Campus is an institution to create a system with academic improvement whose instrument is to promote the literacy culture of IBN Tegal students.”(Saepudin, 2021).

IBN Tegal students have started to cultivate literacy, namely getting used to reading and writing. As an indicator that students begin to cultivate literacy, namely discussions in interactive classes and the majority understand what is being discussed, lecturers also require students to look for books in the IBN Tegal library. This was also conveyed by Roy (Dean of the Faculty of Economics and Islamic Business IBN Tegal ):

“Alhamdulillah, the discussion in the class is interactive, because there are guides from the lecturers of each course, the majority understand what is being discussed. Looking for reference books at the IBN library has become mandatory for students, because the IBN library has fulfilled several package books needed by lecturers who are in charge of courses almost every semester and lecturers require students to borrow their mandatory books from the library.”(Royani, 2021).

Furthermore, the researcher also conducted interviews with several *PAI* students from semester 2, semester 4, semester 6, and semester 8 students, to strengthen the research to obtain an overview of literacy culture directly from the statements of *PAI* students. In its implementation, it uses online interviews using the WA application because the situation is still in the COVID-19 pandemic, and Emergency PPPKM is applied in all national areas, as well as

in Slawi and surrounding areas in Tegal Regency. But it does not reduce the validity of the researcher to obtain accurate data or statements from the *PAI* IBN Tegal students.

“ I like to read and write, and do it in the afternoon and evening. The books I'm interested in are non-fiction books. When I have assignments from lecturers, the books I use are my own collections, from the IBN library or online, but the books in the IBN library are not fully adequate and there is still a need for renewal. When there is an assignment from the lecturer I have no difficulty. Even in the discussion situation in class, I saw students being able to understand the lecture material being discussed.”(Nur Fadli, 2021).

“I really like reading and studying, because human needs to learn anytime and anywhere. Every time I read, the most important thing is that when I have no other activity I use to read. I love both fiction and non fiction books. When I have an assignment from a lecturer, I look for references from articles, books, and directions from my older sister who used to go to college. The books in the library are adequate but it is even better if there are additional books. During the discussion in class it went smoothly and Alhamdulillah, my friends understood the subjects being discussed” (Ikhwanudin, 2021).

### **Discussion**

#### **The Literacy Culture of Islamic Religious Education Students**

Even if there are some lecturers who dispute that student at *Institut Agama Islam Bakti Negara* (IBN) Tegal have more or less nurtured literacy, the literacy culture among students studying Islamic Religious Education at *Institut Agama Islam Bakti Negara* (IBN) Tegal is still relatively minimal. Studying at IBN is a formality for someone who is already working to find a diploma that is important to go to college; pure students are also still rare to cultivate literacy, which is another reason why this is the case. There are many reasons why this is the case, such as a lack of motivation or students who are still too lazy to cultivate literacy. One of the things that might help children develop their reading skills is when their parents provide support and encouragement. Literacy on campus will improve when parents demonstrate support for their children's efforts to foster a culture of reading and writing in their families.

#### **Barriers to the weak literacy of Islamic Religious Education students**

Because some students still sound bizarre to literacy, specifically reading and writing students, the literacy culture of Islamic Religious Education students at *Institut Agama Islam Bakti Negara* (IBN) Tegal really needs to be done. This is due to the fact that reading and writing students are still very less attractive and popular. Students who have an intellectual role as people and are aware of the value of building a literacy culture and making it a habit to read and write in order to gain information and insight are required to be aware of the significance of developing a literacy culture. Students at IBN Tegal need to keep cultivating a culture of literacy because they are the agents of change that can bring about moral and social change in people's lives so that they may move in a more positive path.

Students attending the Islamic Religious Education program at *Institut Agama Islam Bakti Negara* (IBN) Tegal should have the drive to nurture literacy, to polish verbal abilities, and to understand what they read when they've finished reading it. They can improve their individual intellectual abilities as well as become agents of change for moral change and social change in the lives of people in a more positive direction if they become accustomed to reading and writing. This paves the way for students to improve the quality of the IBN Tegal as an implementation of the Tri Dharma College.

It is expected that lecturers will be able to improve their performance and competence in order to support a culture of literacy. This will be accomplished by instructing students of Islamic Religious Education at *Institut Agama Islam Bakti Negara* (IBN) Tegal to be interested in books until they are read, to make a scientific paper from what is read, and then to implement or apply what is read. published once again in periodicals or the mainstream media.

At *Institut Agama Islam Bakti Negara* (IBN) Tegal, where Islamic Religious Education is being taught as a study program, the institution should adopt a policy to develop a regulation with academic improvement. The regulation's instrument ought to be to enhance the literacy culture of the students.

### Conclusion

The literacy culture of Islamic Religious Education students, *Institut Agama Islam Bakti Negara* (IBN) Tegal is still very minimal, although there are some lecturers who deny that IBN Tegal students have more or less cultivated literacy. There are many reasons behind this, because there is no motivation or students are still lazy to cultivate literacy, studying at *Institut Agama Islam Bakti Negara* (IBN) Tegal as a formality who has worked to find a diploma which is important to go to college, pure students are also still rare. cultivate literacy. The encouragement of parents is also one of the factors for students to cultivate literacy. Parents who support their children to cultivate literacy culture in their children will also cultivate literacy on campus. Facilities and infrastructure that encourage students to cultivate literacy have not been able to stimulate or stimulate students to cultivate literacy.

The cause of the weak literacy barriers of Islamic Religious Education students, *Institut Agama Islam Bakti Negara* (IBN) Tegal, in terms of reading is still very low, although there are some students who like to read, this is influenced by internal students and from supporting environmental factors. The first factor from within students is the lack of awareness of students in obtaining books or not having books. Second, they prefer to gather with friends by talking about things that are less likely to lead to learning on campus. Third, prefer to play games and social networks than reading. Fourth, tired and unfocused because the background of the student is already working to earn a living. These factors arise from within students which are generally due to laziness, lack of self-motivation. Then the supporting environmental factors, namely the IBN Tegal campus library. The IBN Tegal library is a library that is quite magnificent and luxurious, with adequate facilities and infrastructure, friendly and professional service, but there needs to be additional reference books related to subjects (non-fiction) and story books (fiction).

From this study, it is suggested that students at *Institut Agama Islam Bakti Negara* (IBN) Tegal should be motivated to read, speak, and comprehend. By reading and writing, students may improve their intellectual ability and become agents of moral and social change in people's lives, raising the quality of IBN Tegal as a *Tri Dharma* College. Lecturers are supposed to enhance their performance and competence to encourage literacy culture by educating *Institut Agama Islam Bakti Negara* (IBN) Tegal students to be interested in books until they are read, produce a scientific paper from what is read, and then implement or apply what is read journals or media reprints. Institutions should adopt academic development regulations to encourage student literacy at *Institut Agama Islam Bakti Negara* (IBN) Tegal.

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### Conflict of interests

The author declares that he has no conflict of interest.

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