



## Research Article

# Analysis of Causes and Strategies to Overcome Low Literacy Levels at Mts Al Hidayah

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**Abstract.** Literacy skills are an important foundation in character building and mastery of knowledge in the 21st century. According to a survey conducted by the Program for International Student Assessment (PISA) in 2022, it was revealed that the literacy rate in Indonesia is still relatively low and is a major challenge, especially in the education sector. The purpose of this study is to analyze the problems and determine the factors that cause low levels of student literacy and to develop strategies to foster reading literacy habits among students at MTs Al Hidayah. The research methods used

include observation, interviews and literature reviews. The results of this study explain that internal factors such as lack of motivation and low interest in reading, as well as external factors such as technological advances and developments that divert students' attention and limited literacy facilities are the main obstacles to low student interest in reading. The solution is to overcome low student literacy by implementing the School Literacy Movement (GLS), optimizing library facilities, and the importance of the active role of teachers in cultivating reading, as well as synergy between families, schools, and communities in order to encourage the growth and development of literacy in the school environment and build a generation with more character. To follow up on the results of this study, recommendations are needed from various institutions

**Keyword:** Literacy, Reading, Character

**Abstrak.** Kemampuan literasi merupakan pondasi penting dalam pembentukan karakter dan penguasaan ilmu pengetahuan di abad 21. Berdasarkan survei yang dilakukan oleh Programme for International Student Assessment (PISA) tahun 2022, terungkap bahwa angka literasi di Indonesia masih tergolong rendah dan menjadi tantangan besar khususnya di sektor pendidikan. Tujuan penelitian ini adalah menganalisis permasalahan dan mengetahui faktor penyebab rendahnya tingkat literasi siswa serta menyusun strategi untuk menumbuhkan kebiasaan literasi membaca pada siswa MTs Al Hidayah. Metode penelitian yang digunakan meliputi observasi, wawancara, dan telaah pustaka. Hasil dalam penelitian ini dijelaskan bahwa faktor internal seperti kurangnya motivasi dan rendahnya minat baca, serta faktor eksternal seperti kemajuan dan berkembangnya teknologi yang mengalihkan perhatian siswa dan terbatasnya sarana literasi menjadi kendala utama rendahnya minat baca siswa. Solusinya yaitu untuk mengatasi rendahnya literasi siswa dengan melaksanakan Gerakan Literasi Sekolah (GLS), mengoptimalkan sarana perpustakaan, dan pentingnya peran aktif guru dalam membudayakan membaca, serta sinergi antara keluarga, sekolah, dan masyarakat dalam rangka mendorong tumbuh kembangnya literasi di lingkungan sekolah dan membangun generasi yang lebih berkarakter. Untuk menindaklanjuti hasil dari penelitian ini perlu adanya rekomendasi dari berbagai lembaga

Kata Kunci: Literasi, Membaca, Karakter

## INTRODUCTION

The 21st century is called the century of knowledge. In the 21st century, it is marked by the rapid development of technology and information in all aspects of life, as a result, this century has experienced quite significant changes in various areas of life. The 21st century has very high demands to create quality human resources, these demands cause changes in the order of human life in the 21st century, so that humans in this century are required to have innovative and characteristic skills. 21st century education emphasizes the importance of life skills known as 4C, namely critical thinking, collaboration, communication, and creativity (Triling & Fadel, 2009).

Thus, the habit of reading from now on must be instilled in order to have very strong literacy skills so that they can analyze, evaluate and reflect information effectively. Thus, the habit of reading must be instilled from an early age (Rahman, 2017). However, the reality when seen in the field shows that students' literacy skills still face various challenges. 21st century learning is learning that prepares the 21st century generation to face various global demands and challenges, where in this century the advancement of technology and information is developing very rapidly and affecting all areas of human life, one of which is in the field of education.

Education is a part of an effort to improve the welfare of human life in advancing the development of the nation and state.

Education in the 21st century has undergone changes marked by the development of new literacies, such as digital literacy, information literacy, and media literacy. Learning in the 21st century is oriented towards activities to train skills in students by leading to the learning process. Learning can be interpreted as an effort by teachers to provide stimulus, guidance, direction and encouragement to students so that the learning process occurs. Learning in this definition is not a process of learning knowledge, but rather a process of forming knowledge by students through their cognitive performance (Wijaya, 2016: 270).

The lack of interest in reading among students and the people in Indonesia will ultimately affect their critical thinking skills. As we know, critical thinking is an increase in our ability to analyze and express ideas that we have. The low ability to think critically can be proven by the fact that many Indonesians often believe in hoax or fake information that they receive without first checking its truth. Reading is a process of obtaining and writing and interpreting, evaluating, and reflecting on that meaning. Thus, it can be said that reading ability is not only being able to pronounce words and pronounce words but more than that, namely being able to understand each word, interpret, evaluate and reflect on it, so that a comprehensive understanding can be obtained (Akbar et al., 2021).

Reading comprehension is a fundamental aspect in Indonesian language lessons that includes the realm of understanding. In this context, reading comprehension is not only about the ability to recognize and understand words, but also involves deeper cognitive processes such as analyzing, evaluating, and interpreting texts. Through learning Indonesian, students are taught to understand text structures, find main ideas, identify important details, and conclude implicit meanings from readings. In addition, active reading activities and class discussions help students develop critical thinking skills and strong argumentation skills, so that they can apply this understanding in a broader context.

Critical thinking is very necessary in biology learning. Critical thinking is also the ability to solve a problem based on relevant sources. One of the main problems in biology learning is the low level of critical thinking of students. This condition is the result of a learning process that still uses conventional methods, where the learning process is still centered on the teacher and does not provide students with the opportunity to develop their thinking. (Hamdani, 140: 2019)

The low interest in reading in Indonesia can be influenced by several factors. The first factor is the lack of habituation in reading that has been instilled since early childhood. In fact, childhood is the golden age where at this phase children are experiencing very rapid growth so that parents can shape their children's characters. Second, access to educational facilities is not evenly distributed and the minimal quality of educational facilities. And finally, the lack of book production in Indonesia because publishers are in areas that have not yet developed.

Interest in reading is a fundamental aspect in building national character education. However, in reality, Indonesia is ranked 69th out of 81 countries, or is included in the 12 countries with the lowest literacy rates. This data is based on the

Program for International Student Assessment (PISA) survey published by the Organization for Economic Cooperation and Development (OECD) in 2022 (<https://www.oecd.org/pisa/com> .)

This shows that students' reading literacy interest is very low and as an effort by the government to increase literacy among students, the government has taken various steps to improve and develop reading literacy among students by initiating and launching the School Literacy Movement (GLS) program. This program is regulated by the Regulation of the Minister of Education and Culture Number 23 of 2015. This school literacy movement is an integral part of the national literacy movement with the aim of building a reading culture as a habit as well as to shape the character of students.

Low reading interest has a direct impact on the low level of knowledge and insight of students. In the teaching and learning process, low reading habits limit students' ability to understand the subject matter in depth. Based on these facts, the author conducted a study to understand the root of the problem and the causes that influence the low literacy skills of students in grade 7 of Madrasah Al Hidayah. This research is expected to produce a solution and real steps that can be applied to overcome existing problems. In addition, the purpose of this study is to formulate alternative literacy development policies and effective strategies in building students' reading habits, by involving the active role of the school, closest family and community.

The study aims to present a contribution in an effort to improve the literacy skills of grade 7 students of Madrasah Al Hidayah. By understanding the root of the problem, it is hoped that concrete steps can be formulated that involve all stakeholders, from schools to the community, to create a conducive environment for the growth of a reading culture.

The low reading interest of students includes: 1) low reading ability of elementary school students, 2) various entertainment (games) and TV shows divert children's attention from books, 3) our reading culture that was never passed down from our ancestors, 4) Libraries lack book collections and cannot provide a conducive atmosphere for the growth and development of students' reading interests (Abidin et al., 2021).

The above factors can be changed through environmental education that promotes literacy values and students' love of reading. Environmental education can encourage the creation of more inclusive and attractive libraries, providing students with better access to various reading materials that are relevant to their interests. Thus, environmental education can be an integrated solution to increase students' reading interest by improving several aspects. In facing increasingly pressing environmental challenges, we are faced with a situation where environmental issues are increasingly becoming a concern and the need to respond to these issues. Developing environmental awareness among students of School 8 Gerakan Melestarikan Lingkungan Sambil Belajar is a must. This is in accordance with research from (Putra, 2017; Rosnidarwati, 2018; Yunita et al., 2022).

Environmental education at the school level is not only about understanding global issues, but also about forming character and responsibility towards the

environment from an early age. Through this understanding, students will not only become a more knowledgeable generation, but also actors of change who care about the sustainability of the earth. By viewing education as the main key, we open the door to positive change that can build a greener and more sustainable future.

The environment in question includes the student's closest environment, such as family, school, and community. A positive environment can help shape good character. In addition, character is also influenced by knowledge, experience, moral principles, guidance, direction, and social interaction. The school environment is the second closest place for students after family. At school, students learn to socialize and interact with peers and adults, outside their family environment. Therefore, the school environment has a very important role in shaping students' character.

Previous research includes: Jurnal Pustaka Ilmiah, Vol. 8, No. 2, 55-62, Desember, 2022. Low Literacy of Adolescents in Indonesia: Problems and Solutions Annisa Rahmadanita\* The solution to low literacy of adolescents is to create literate adolescents through efforts to build high motivation for individual adolescents to think, read and write, which can be built through the role of family elements. The next element is that the government as a regulator can play a role in issuing policies that support Indonesian families to improve literacy. The author assesses that the various benefits received by adolescents through social media should be accompanied by restrictions on access to the use of social media. Restrictions on access to the use of social media can be outlined in a clear government policy.

Analysis of Factors Causing Low Reading and Writing Literacy Skills of Grade 3 Students at SDN Sapit Zul Hijjayatii. Hijjayati, Z et al (2022). Scientific Journal of Educational Profession, 7 (3b): 1435 - 1443. that the factors causing low reading and writing literacy skills of grade 3 students at SDN Sapit are divided into 2, namely internal factors and external factors. Internal factors include a) low intelligence of students, b) low interest in learning of students, c) low motivation of learning of students. While external factors include a) lack of parental attention, b) influence of TV and cellphones, c) influence of playmates, d) teacher ability and e) inadequate facilities and infrastructure. Efforts made by teachers to overcome the problem of low reading and writing literacy skills of students are 1). Providing motivation, 2). Implementing reading and writing literacy activities, 3). Improving teacher skills, and 4). Collaboration with parents of students.

The article can be accessed at: <https://ejournal.unib.ac.id/kreativasi/index>  
Efforts to Reduce Low Literacy Interest in Grade 6 Students of SDN Plerean 2, Jember Regency 1Mutmainnah. This program has succeeded in introducing effective reading techniques and providing access to relevant reading materials. However, challenges such as time constraints and lack of access to quality reading materials still exist. Suggestions or recommendations for the next community service activities; Expanding Access to Reading Materials, Advanced Training, Collaboration with Other Parties and Continuous Evaluation. This will ultimately equip students with the skills needed to achieve success in the future.

## RESEARCH METHOD

This study applies a descriptive method with a qualitative approach. According to Sugiyono (2018:1), a qualitative descriptive method is a type of research conducted to describe the condition of an object naturally, where the researcher acts as the main instrument. The focus of the research is an understanding of the low literacy skills of students. The research was conducted at Madrasah Tsanawiah Al Hidayah Bayongbong, because it is an educational institution that is relevant to the topic being studied.

The number of respondents in this study was 18 students consisting of 5 female students, 8 male students, 2 teachers (homeroom teachers), 2 parents of students, and the principal. Data collection techniques in the study were carried out through observation, interviews and literature reviews. In this analysis, the researcher conducted observations to observe student behavior related to students' interest in reading. The data obtained was also analyzed to identify factors causing low interest in reading and to find strategies that could be applied to identify factors that might foster reading habits among students.

## RESULTS AND DISCUSSION

Based on the results of interviews and observations that have been conducted, researchers identified several reasons that cause low literacy skills of students, including:

### Internal Factors

#### 1. Lack of reading motivation.

The internal factor that causes low reading skills of students is the lack of learning motivation. This is caused by the lack of awareness of students about the importance of reading for self-development. Based on the results of observations, it was found that some students lack awareness of the importance of literacy which is indicated by a lack of interest in reading which makes them fall into the category of students with limited abilities.

Reading motivation is influenced by several things, including a conducive and comfortable madrasah and individual factors in fulfilling the need for autonomy when they feel they have the freedom to choose what they want to read. According to Alexander and Filler (1976), reading motivation is an internal drive that encourages individuals to engage in reading activities, either to gain knowledge, entertainment, or as a form of fulfilling personal needs.

#### 2. Low interest in reading of students

Pramesti (2018) stated that low interest in reading of students is one of the factors causing their low success in reading. Interest can be interpreted as a feeling of liking or attraction to something while learning is an effort made to achieve change, both in terms of behavior and knowledge. Simply put, interest in learning is an interest in learning. In observations conducted on students at MTs Al Hidayah (October 19, 2024), students were less enthusiastic about reading interest because students often did not feel interested in the reading material provided, or the topic of

the reading was not relevant to their interests, and the way the material was delivered to be read by students was not interesting.

Based on the self-determination theory put forward by Deci and Ryan (1985), intrinsic interest has an important role in building relatedness. Students will feel more motivated if the reading material they need is relevant to their daily lives or the social relationships they carry out.

## **External Factors**

### **1. Mobile Phones and Television**

Witanto (2018) stated that the development of advances in information technology has diverted students' attention from reading books. In addition, TV shows that present various programs can also reduce student concentration. In addition, the rapid progress of mobile phone technology with various specifications and features, such as games, YouTube, TikTok, and others, can affect students' literacy skills.

The lack of students' literacy skills is influenced by technological developments, both mobile phones and television, which can distract them from activities that support literacy. To get used to reading books from an early age is much more difficult and they are more interested in the features available on cellphones, such as playing games, communicating long distance, and others, which in the end can affect students' behavior in reading books.

### **2. Facilities and Infrastructure**

Low reading literacy skills are influenced by the availability of factors such as the lack of adequate facilities and infrastructure. The limited availability of facilities and infrastructure contributes to students' low literacy skills. This is in line with the view of Witanto (2018), who expressed that the lack of facilities and infrastructure as supporters of literacy activities, such as the availability of libraries and various reading books, can be the cause of low student literacy skills.

Hapsari (2019), who stated that the facilities available in madrasas have an influence on students' reading ability, because these facilities support the learning process. As an important element in education, facilities and infrastructure greatly influence the smoothness of the teaching and learning process. This includes school buildings, libraries, whiteboards, markers, erasers, interesting learning media, teaching aids, and other facilities such as toilets that support learning activities.

Based on the previous explanation and referring to the findings in the study which showed limited access to reading materials and low literacy as significant factors,

Madrasah Al Hidayah has taken various actions to overcome these problems, including:

#### **1. Implementing the School Literacy Movement (GLS) Program**

The School Literacy Movement supports the strengthening of character education development. This Literacy Movement supports efforts to strengthen the Education Movement and character development as stated in the Regulation of the

Minister of Education and Culture No. 23 of 2015 concerning the Development of Character. One form of activity is to "read Non-Subject Books 15 minutes before the lesson begins." This routine activity is designed to improve student literacy and develop reading skills so that knowledge can be absorbed more effectively. This literacy habit also aims to build interest and encourage enthusiasm for reading in the school community.

Based on the results of observations and literature studies, the pattern of reading habits for 15 minutes for both non-subject and subject books carried out every morning after reading the tahfidz is part of the character education process. This reading activity includes three stages: understanding good things (knowing the good), liking good things (loving the good) and doing good things (acting the good). The ultimate goal is to build reading habits among students, so that they are more interested and accustomed to involving themselves in literacy activities.

There are several efforts made by the school to overcome obstacles to the implementation of literacy activities in schools. The first is to add infrastructure in the form of procuring books that interest students in reading. Books provided in the library can be fairy tales or folk tales and not just textbooks. Thus, students' motivation to read can increase. The procurement of these books can be done by the school through allocations from the school operational assistance fund (BOS) or through collaboration with parents of students. The second step taken by the school is to conduct more intensive socialization to all students about the existence of literacy activities, especially the reading habit stage 15 minutes before learning begins. After the facilities are met, this reading habit activity needs to be carried out with discipline in order to be able to foster students' motivation and interest in reading.

With an interesting method, students are invited to retell the contents of the reading and what messages are contained in it, teachers can provide stimulus in the form of questions related to the stories they read. The school supervises the implementation of literacy habit activities by providing a reading journal. This reading journal is made to supervise and find out what books students read. The third step taken by the school is to hold various competitions as a forum for students to actively participate in literacy activities. The types of competitions held include poetry reading and writing competitions, speech competitions, storytelling competitions, wall magazine competitions and short story writing competitions. The implementation of the competition can be varied according to the needs and budget allocation available. The implementation time is usually during mid-semester break activities or end-of-semester activities. This competition activity is expected to trigger students' enthusiasm and motivation in reading.

#### 1. Improving Library Facilities

Reading interest is a fundamental aspect in building national character education. However, in reality, Indonesia is ranked 69th out of 81 countries, including the 12 countries with the lowest literacy rates. This data is based on the Program for International Student Assessment (PISA) survey published by the Organization for Economic Cooperation and Development (OECD) in 2022. (<https://www.oecd.org/pisa/com>)



The results above identify that in Indonesia, low reading interest is low. Where they do not consider reading activities to be an obligation, let alone see it and think of it as an important need that must be met. As students who will continue their knowledge, forgetting to read is very contradictory to the need for scientific progress that is identical to science, which is a major aspect of human civilization and a contribution to the development of life. The problem of low reading interest must be handled seriously and a solution must be sought through critical thinking, because this problem is closely related to the future of the nation and state. The future of the nation lies in the younger generation, namely students. If reading is considered a pillar of civilization, then building, growing, and cultivating an interest in reading among students must have an innovative strategy and become a necessity. Without proper efforts and implementation, the life of this nation will face threats to its survival.

The findings indicate the low interest in reading of students in Indonesia, where they do not consider reading as an obligation, let alone a need that must be met. For students as successors of the scientific tradition, not reading is very contrary to that goal. In fact, reading is closely related to science, which is an important part of human civilization and a contribution to the development of life. The problem of low interest in reading needs to be addressed seriously and the right solution must be found through critical thinking, because this greatly influences the future of the nation. The future of the nation lies in the younger generation, namely students. Therefore, if reading is considered a pillar of civilization, then there needs to be an innovative strategy to build, grow, and cultivate an interest in reading among students, which is a necessity.

The library in the school plays a role in absorbing and collecting information, forming a structured system, supporting the improvement of students' skills in language and thinking power, encouraging the development of the ability to enjoy imaginative and creative experiences and teaching students to be able to utilize and care for library materials properly, and providing a foundation for independent learning with a strong reading culture.

1) In developing a work plan for improving facilities, it is done by:

a) Motivation to Grow Students' Interest in Reading

Whether it is recognized or not, audio-visual technology products in our society have a very high ranking. It is almost certain that every home has audio-visual facilities along with supporting devices, such as CD-Players and TVs as well as laptops or computers.

b). Arousing Students' Interest in Reading.

Efforts to arouse interest in reading require a synergistic and harmonious relationship between schools and libraries. These two institutions must work together and support each other, without good cooperation between the two, efforts to foster interest in reading will be hampered and difficult to achieve success, if there is no synergy, these efforts will be in vain or even fail.

c). The Role of Teachers

Teachers have a very important role in getting students used to reading, one of which is by providing encouragement and examples. Teachers must provide

understanding and motivation about the benefits and importance of reading. Teachers must also be able to design learning techniques or methods that will trigger students' interest in reading. The role model of teachers as role models for students who like to read is also important because without real examples, advice from teachers about the importance of reading is likely not responded to and paid attention to by students. Therefore, fostering interest in reading requires real action and not just rhetoric or discourse.

## 2). Optimizing School Libraries

To support the creation of conditions that encourage interest in reading in the environment, existing libraries can be optimized through:

- a) Choosing books and magazines that are interesting to students.
- b) Proposing various ways to integrate subject assignments with library connections.
- c) Providing facilities and convenience for library visitors to access interesting reading when visiting the library.
- d) Providing freedom to library users in choosing reading so that students are encouraged to search for and find reading materials according to their interests with the aim of building a habit of browsing the reading materials they expect.
- e) Manage the library professionally to create a comfortable and pleasant atmosphere when visiting.
- f) Actively promote to the community about the benefits of reading to increase students' interest and reading
- g) Carry out various activities that encourage students to read, by holding reading interest competitions
- h) Appreciate students who actively borrow books from the library in a certain period, such as one semester or within a year.

Teachers and parents have a very crucial role in internalizing the value of a love of reading in children and students to build Moral Knowing, Moral Training and Moral Behaving, exemplary examples from teachers and systematic and continuous habits are needed (Asyafah, 2011, p. 354) he stated "habits can be seen as the main element to form a person's character or a reflection of the basis of the individual's nature". Values that are continuously internalized in oneself through interaction with the environment and manifested through actions will become character or character.

As one of the efforts to build the character of students, of course there are several processes that must be taken and it must also be known what kind of educational concept can shape the character of students so that it can be useful for themselves as provisions for their survival, society, nation and state and all of that starts from the child's social life. According to Ki Hajar Dewantara in children's lives there are three social places that are very important centers of education for children, including the family, the school and the youth or community movement known as the Tri Pusat Pendidikan or Tri Sentra. Because education will run properly if there is cooperation between the three educational realms, it is not enough if it is only obtained from one realm. (Ani, 78:2021)

To internalize moral values, including reading habits, according to Kohlberg (1992) explained by Budimansyah (2010, p. 67), there are four stages that need to be implemented by teachers in character education, namely: (1) The "habituation" stage as the initial step in developing children's character; (2) The "understanding" stage which involves analyzing students' values, attitudes, behaviors, and characters; (3) The "application" stage which focuses on the real practice of various behaviors in everyday life; (4) The "meaning" stage, namely the process of student reflection through evaluation of behavior or actions and attitudes that have been understood.

Thus, to increase the love of reading, it needs to be done by teachers, parents and the community through role models, habits with the hope of understanding and implementing the importance of reading activities.

## CONCLUSION

The low level of student literacy at MTs Al Hidayah is caused by internal factors including lack of motivation to read, low awareness of the importance of reading, and reading habits that have not been instilled since early childhood, and external factors, namely the influence of technological developments such as mobile phones and television, and limited facilities and infrastructure, for example inadequate library facilities. Efforts to overcome this problem require a comprehensive and sustainable approach through the School Literacy Movement Program (GLS) for routine reading activities, which is a strategic effort in building a reading culture. In addition, improving library facilities by providing an interesting collection of books, managing the library professionally, and involving students in various literacy activities.

Teachers, parents, and the community have an important role in building character and instilling a reading culture through role models, encouragement, and habits. Systematic and sustainable support from all parties can create a supportive environment so that reading becomes a need as well as a habit for students. Thus, student literacy at MTs Al Hidayah is expected to develop, making an important contribution to being able to maximize the potential of the younger generation for the future to be more potential.

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