

CURRICULUM MANAGEMENT IN DEVELOPING STUDENTS' LITERACY CULTURE AT MAN 5 JOMBANG

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Abstract

Curriculum management is significant in determining success in the implementation of education. In addition, curriculum management has an important role in efforts to achieve effective and efficient learning objectives. The purpose of this study is to determine the concepts, strategies, supporting and inhibiting factors of curriculum management in developing a culture of student literacy. The research method uses a qualitative approach. The data collection informants are the head of the madrasa, waka for curriculum, literacy program coordinator, and students. Data collection techniques through observation, interviews and documentation. Research results: 1) The concept of curriculum management in developing student literacy culture is packaged with reading, writing, and cultural programs. 2) Curriculum management strategies in developing student literacy culture have been well implemented through reading habituation and providing independence training 3) Supporting factors for literacy culture include: The establishment of MAN 5 Jombang as a literacy madrasah, full support from the head of the madrasah, qualified literacy coaches, high student interest, and there are many language teachers. Inhibiting factors include: Lack of available funds, lack of supporting facilities such as space, internet, and computers, and lack of updating books in the library.

Keywords: Curriculum Management, Cultural Literacy.

مستخلص البحث

تعتبر إدارة المناهج الدراسية مهمة في تحديد النجاح في تنفيذ التعليم. بالإضافة إلى ذلك، تلعب إدارة المناهج الدراسية دوراً مهماً في الجهود المبذولة لتحقيق أهداف التعلم الفعالة والكفؤة. والغرض من هذا البحث هو تحديد المفاهيم والاستراتيجيات والعوامل الداعمة والمتبطة لإدارة المناهج الدراسية في تطوير ثقافة محو أمية الطلبة. واستخدم منهج البحث المنهج الكيفي. مخبرو جمع البيانات هم مدير المدرسة، ووكيل المناهج، ومنسق



برنامج محو الأمية، والطلاب. تقنية جمع البيانات من خلال الملاحظة والمقابلة والتوثيق. نتائج البحث (١) تم تجميع مفهوم إدارة المناهج الدراسية في تطوير ثقافة محو أمية الطلاب مع برامج القراءة والكتابة والبرامج الثقافية. (٢) تم تنفيذ استراتيجيات إدارة المناهج الدراسية في تطوير ثقافة القراءة والكتابة لدى الطلاب بشكل جيد من خلال التعويد على القراءة والكتابة وتوفير التدريب على الاستقلالية (٣) تشمل العوامل الداعمة لثقافة القراءة والكتابة: إنشاء المدرسة الثانوية الحكومية ٥ جومبانج كمدرسة لمحو الأمية، والدعم الكامل من رئيس المدرسة، ومدرسين مؤهلين لمحو الأمية، واهتمام الطلاب الكبير، ووجود العديد من معلمي اللغة. العوامل المعيقة تشمل نقص الأموال المتاحة، ونقص المرافق الداعمة مثل المساحة والإنترنت وأجهزة الكمبيوتر، ونقص تحديث الكتب في المكتبة.

الكلمات المفتاحية: إدارة المناهج ومحو الأمية الثقافية.

INTRODUCTION

The Ministry of Education, Culture, Research and Technology seeks to eradicate illiteracy, increase reading interest, foster a culture of community literacy, and improve the nation's competitiveness through education programs, namely launching the National Literacy Movement (GLN) in 2016 where the School Literacy Movement is one of the programs in it.

The School Literacy Movement (GLS) is a breakthrough outlined in the regulation of the Minister of Education and Culture Number 23 of 2015.¹ This activity is carried out to foster students' interest in reading and improve reading skills so that knowledge can be mastered better. The School Literacy Movement is also an effort to instill ethical values through books read, one of which is by recommending books containing culture, religious values, local and national and global wisdom. Reading materials are also harmonized with the development of students. The School Literacy Movement involves students, educators, education personnel and student guardians.

Literacy is the ability to use language and images in rich and varied forms to read, write, listen, speak, view, present, and think critically about ideas.² Broadly speaking, literacy is defined as language skills that include listening, speaking, reading, and writing skills, as well as the ability to think which is an element in it. Literacy is also defined as literacy, literacy, literacy or proficiency in writing and reading.³

Literacy is a problem that needs attention, especially for the Indonesian people. The results of an international survey, namely the Program for International Student Assessment (PISA) in 2018 on student literacy from various worlds, where student literacy has decreased when viewed

¹ Permendikbud number 23 of 2015 Article 3.

² Yunus Abidin et al, *Literacy Learning*, (Jakarta: Bumi Aksara, 2018), cet. 2, p. 1.

³ Ni Nyoman Padmadewi and Luh PutuArtini, *Literacy in Schools from Theory to Practice*, (Bandung: Nilacakra Publishing House, 2018), p. 1.

from the results of PISA in 2015, it is proven that Indonesia's reading literacy level is ranked 74 out of 79 countries, so this fact proves that the literacy skills of Indonesian students are still low. Looking at the 2012 United Nations Educational Scientific and Cultural Organization (UNESCO) statistical data shows that the index of public interest in reading in Indonesia is 0.001. Which means that out of 1000 people in Indonesia, only one person has an interest in reading.⁴

There are many factors that cause the low reading ability of Indonesian people. *First*, the lack of supporting facilities and infrastructure such as the number of libraries that do not match the population ratio. *Second*, the use of thumb technology (cellphone, internet) which reaches 167 million people. *Third*, the rapid and innovative use of television media that is able to offer a variety of interesting shows, so that this condition can marginalize the reading tradition among Indonesians. *Fourth*, many families have not been able to instill a culture of literacy.

The above problems are the background for the MAN 5 Jombang curriculum to choose the literacy program as the flagship program at the madrasah. In addition to students' low interest in reading and writing, the low literacy culture at that time was also a reason for MAN 5 Jombang to develop a culture of literacy through a special literacy program. This was reinforced by the launch of the GERAMM program (*Gerakan Ayo Membangun Madrasah*) by the Regional Office of the Ministry of Religious Affairs of East Java in 2019. This movement is divided into 7 movements, namely Madrasah Literacy Movement (GELEM), Madrasah Innovation Movement (GEMI), Furudul Ainiyah Movement (GEFA), Healthy Madrasah Movement (GEMES), Teacher Competency Improvement Movement (KATA SI GURU), Madrasah Head Competency Improvement Movement (KATA SI KAMAD), Supervisor Competency Improvement Movement (KATA SI AWAS). All Madrasahs in East Java were encouraged to choose one of these projects. MAN 5 Jombang chose the Madrasah Literacy Movement (GELEM) because the literacy program can make students scientifically literate.

Researchers chose MAN 5 Jombang as a research site because MAN 5 Jombang has a literacy program that is considered diverse and different from madrasah in general. As for the literacy programs that exist in madrasah in general, such as reading corner programs, extensive reading, writing *mading* (Wall Magazine), and book resumes for all students, students provide donated books to the library and also language competitions between classes and between madrasah/school.

The literacy program of MAN 5 Jombang that does not exist or has not existed in other madrasahs, such as Book as Bridges, which is an activity of writing letters in English, this activity

⁴ Billy Antoro, *School Literacy Movement from Top to Root A Reflection*, (Jakarta: Directorate General of Primary and Secondary Education, Ministry of Education and Culture, 2017), p. 5.

is a program known as the *penpal* program, which is exchanging letters between two schools in two countries (Indonesia and America), as well as the International Book Project program, which is the procurement of donated books from the United States, Comparative Studies and so on. These programs have been carried out every year from 2017 until now.

METHOD

In this study, researchers used a qualitative approach, namely data collected in the form of words, pictures and not numbers. As described by Bogdan and Taylor, who were followed by Lexy in their book, explained that the qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. This approach is aimed at *holistic* (whole) foundations and individuals.⁵

This research was conducted at MAN 5 Jombang which is located at Jl. Pesantren No. 03, Genukwatu, Ngoro District, Jombang Regency, East Java zip code 61473. The researcher conducted her research here because MAN 5 Jombang is unique in developing a culture of literacy through the literacy program. The literacy program in this madrasah is one of the flagship programs that has proven to have produced many achievements.

The data collection technique used related observations in the form of observations about curriculum management related to the development of a learner literacy culture and the results of the implementation carried out by MAN 5 Jombang. Semi-structured interviews are to find problems, where the parties asked for opinions and ideas are more open in providing information. Documentation to complement the data obtained from observation and documentation.

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials, so that it can be easily understood, and the findings can be informed to others.⁶ The steps of data analysis carried out by researchers, namely: 1) Data reduction, namely summarizing, selecting key things, focusing on important things, looking for themes and patterns. In the data reduction process, intelligence, breadth, and depth of insight are needed, so that researchers must discuss with friends or people who are considered experts. 2) Data Presentation in qualitative research is by using narrative text. By displaying data, it will become easier to understand what is happening, and then plan further work according to the understanding that has been obtained. 3) Conclusions and Verification in qualitative research are findings that

⁵ Lexy J. Moleong, *Qualitative Research Methodology*, (Bandung: PT Remaja Rosdakarya, 2021), cet. 12, p. 4.

⁶ Sugiyono, *Quantitative, Qualitative, and R&D Research Methods* (Bandung: Alfabeta, 2017), cet. 26, p. 246.

have previously existed and are in the form of a description or description of an object that was previously dim, so that after being examined it becomes clear.

RESULTS AND DISCUSSION

The results of the study are in accordance with the data analysis technique chosen by the researcher, namely the researcher using descriptive qualitative analysis (exposure) by analyzing the data that has been collected during the researcher conducting research with related institutions.

1. The Concept of Curriculum Management in Developing a Literacy Culture of Learners at Madrasah Aliyah Negeri 5 Jombang

There are three curriculum concepts in developing a culture of literacy: Read, write and culture. 'To foster students' interest in reading and improve reading skills so that information and knowledge can be mastered properly, MAN 5 Jombang has done so in accordance with the regulations of the Minister of Education and Culture Number 23 of 2015. Supported by programs that have been made.

To foster this interest in reading, the literacy coordinator and literacy team have bridged them to get used to reading books that they enjoy, such as reading activities 15 minutes before lessons, reading the Qur'an, and reading corners.

To support reading activities carried out by students, MAN 5 Jombang makes a book resume program, makes short stories, poems and so on, so that from these activities it has produced works such as anthology books that have ISBNs.

To develop a culture of reading and writing of students, MAN 5 Jombang implements the program that has been made. This is evidenced by the ability to read students and the success of students in creating a work.

2. Curriculum Management Strategy in Developing Students' Literacy Culture at Madrasah Aliyah Negeri 5 Jombang

The strategies carried out by MAN 5 Jombang in developing a culture of literacy are as follows: Planning, the basic function of management is planning. This planning is the first order that must be done from other management functions. This planning becomes the benchmark for how a program will be run in the future to achieve a goal.

In running the literacy program at MAN 5 Jombang, planning plays an important role in preparing everything needed in the process of implementing the literacy program. MAN 5 Jombang before implementing the literacy program first makes and plans the literacy team, literacy work program and infrastructure.

Implementation is the next management function after the planning that has been made and compiled carefully and in detail which will be continued at the implementation stage. The implementation stage carried out by MAN 5 Jombang is the habituation and development stage.

In this habituation stage, students are familiarized with reading 15 minutes before class and the books they read are up to the books they like. Furthermore, at the development stage, competitions are held that can make students develop such as competitions related to literacy, webinars, workshops and study trips.

Evaluation is an activity of collecting information related to performance which will be used to determine the best alternative in making decisions. In the literacy program, good management is needed, one of which is by conducting a good evaluation.

Based on this, MAN 5 Jombang conducts an evaluation in which the madrasah head evaluates students by looking at the results and students' literacy journals and also evaluates the suitability of the work program with the results of the work.

In addition, MAN 5 Jombang also provides training for students so that they are independent in carrying out activities or tasks such as giving tasks as MCs, moderators, zoom hosts, taking care of proposals and making literacy activity certificates.

3. Supporting and inhibiting factors in developing students' literacy culture at Madrasah Aliyah Negeri 5 Jombang

To advance the Madrasah, the head of the madrasah-initiated MAN 5 Jombang as a literacy madrasah, this is the main factor in running the literacy program, because the head of the madrasah sees students who have a high interest in literacy.

In order for this literacy program to run, the head of madrasah provides full support for the literacy program by appointing a special team of literacy coordinators who are qualified in the field of literacy, which is no doubt because they have succeeded in making a work.

MAN 5 Jombang also has many language teachers, both Indonesian, English and Arabic teachers. Where these language teachers can help and assist students to be more interested in literacy and even make them familiar with literacy activities such as reading books and writing.

In implementing and developing a culture of literacy for students at MAN 5 Jombang, it is not as smooth as planned, there are several obstacles or inhibiting factors such as data that researchers can include, the lack of funds provided so that the activities or facilities needed become stagnant.

In addition, so that activities can run optimally, of course there are adequate supporting facilities, but because the funds are still minimal so that supporting facilities are also minimal such as places, internet and computers. based on the results of the data that researchers get, students are not used to reading books and also the books provided in the library have not been updated so that it is less interesting for students to read books in the library.

CONCLUSION

Based on the results of research on curriculum management in developing a culture of literacy of students at MAN 5 Jombang, the following conclusions can be drawn:

The concept of curriculum management in developing a culture of literacy of students at MAN 5 Jombang through reading programs such as reading corners in the corner of each class. Writing such as book resumes, short stories, and poetry. Culture (read-write) such as making letters (Book as bridges program), writing news, making articles, and magazines.

Curriculum management strategies in developing a culture of literacy of students at MAN 5 Jombang through habituation of reading 15 minutes before lessons, and providing independence training by giving tasks to students such as MC, host zoom, moderator, taking care of proposals, and making certificates of literacy activities.

Supporting and inhibiting factors in developing students' literacy culture at MAN 5 Jombang include: The supporting factors are the establishment of MAN 5 Jombang as a literacy madrasah, getting full support from the leadership, there are many language teachers who can help students in terms of literacy, qualified literacy coaches, and no less important the high interest of students. The inhibiting factors are the lack of funds provided so that it makes activities stagnant, the lack of supporting facilities for literacy such as space, internet, and computers, the lack of leadership attention so that the program seems to run alone, and the lack of renewal of books in the library.

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