



CLASS MANAGEMENT IN IMPROVING STUDENTS' READING INTEREST AT PONDOK PESANTREN

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Abstract

This article describes the classroom management model in increasing interest in reading at Miftahul Huda Islamic Boarding School Lumajang. With their salaf characteristics, Islamic boarding schools continue to innovate continuously in classroom management to improve student literacy. This type of research is qualitative with a case study approach, data obtained from interviews, observations, and documentation, then analyzed by condensing, displaying data, and drawing conclusions. In this study, data analysis was carried out from the time of data collection as a whole and checked again to ensure the validity of the data. The findings of the study indicate that classroom management in improving literacy culture has an impact on increasing students' interest in reading at Miftahul Huda Islamic Boarding School Lumajang through 1) survey strategies, questions, reading, being read and reviewing reading results, 2) reading-questioning strategies, 3) Storytelling and read textbooks. *Asatidz* (teacher) is carrying out their function as a class manager by using management functions, namely class planning, class organization, classroom arrangement, and measurement of program achievement thorough evaluation.

Keywords: Class Management, Reading Interest, Islamic Boarding School.

Abstrak

Artikel ini mendeskripsikan model manajemen kelas dalam meningkatkan minat baca di Pondok Pesantren Miftahul Huda Lumajang. Pesantren dengan ciri khas salafnya terus melakukan inovasi yang terus menerus dalam manajemen kelas guna meningkatkan minat baca santri santri. Penelitian berjenis kualitatif dengan pendekatan studi kasus, data diperoleh dari hasil wawancara, observasi dan dokumentasi, kemudian dianalisis dengan tahap kondensasi, diplay data dan penarikan kesimpulan. Dalam penelitian ini, analisis data dilakukan sejak pengumpulan data secara keseluruhan, dicek kembali guna memastikan keabsahan data. Temua penelitian menunjukkan bahwa manajemen kelas dalam meningkatkan minat baca santri di Pondok Pesantren Miftahul Huda Lumajang melalui: 1) strategi bertanya, membaca, dibacakan dan mereview hasil bacaan, 2) strategi grup diskusi, 3) Bercerita dan membaca buku ajar. Para guru sebagai melaksanakan fungsinya sebagai manajer kelas dengan menggunakan fungsi manajemen, yaitu perencanaan kelas, pengorganisasian kelas, penataan ruang kelas dan pengukuran ketercapaian program melalui evaluasi.

Kata Kunci: Manajemen Kelas, Minat Baca, Pondok Pesantren

INTRODUCTION

The high culture of reading and writing is an indicator of a smart nation. However, a research study conducted by Progress in International Reading Literacy Research (PIRLS) in 2021, which assessed the reading ability of fourth-graders, shows that Indonesia ranks 45th out of 48 countries in the reading category¹

This condition is reinforced by UNESCO statistical data released in 2020. The data states that the reading interest index in Indonesia has only reached 0.001.² This means that for every 1,000 residents, only one person is interested in reading. This condition is, of course, very worrying. Even Nugroho has compared the reading culture among students today. He said that the average high school graduate in Germany reads 32 books, in the Netherlands 30 books, in Russia 12 books, in Japan 15 books, in Singapore 6 books, in Malaysia 6 books, Brunei 7 books, while Indonesia has zero books.³

Suhaimi called this condition “the tragedy of zero books,” namely the generation that does not read a single book in a year, is short-sighted in reading, and is paralyzed in writing. The Indonesian Reading Movement is the nation's collective effort to eradicate the book-zero generation.⁴ In addition to the low interest in reading, students' interest in visiting the library is still common. This can occur due to a lack of reading material, and then the available reading materials do not vary it causes students to be lazy to read

According Ketut⁵ to external factors, the lack of libraries in each school, and internal factors, the students' lack of literacy awareness. In line with the results of the study Anwar, it is found that there are three problems in implementing the literacy movement nationally. The first is the lack of reading books in schools, the two teachers have not fully mastered the procedures or methods in carrying out literacy activities, and the third is the lack of availability of places to read, such as reading corners.⁶ These libraries support the implementation of activities. Literacy movement.⁷

Based on the results of the researchers' observations, it can be illustrated that the literacy culture at Miftahul Huda Islamic Boarding School, Lumajang Regency, is reflected through teacher assistance through habituation of daily students at school, namely reading

¹ Qolbi Khoiri dan Bustomi Bustomi, “Literacy Culture of Islamic Education Teachers in Senior High School of Bengkulu City,” *Dinamika Ilmu* 20, no. 1 (2020): 133–45, <https://doi.org/10.21093/di.v20i1.2156>.

² UNESCO, “Sustainable Development Begins With Education: How education can contribute to the proposed post-2015 goals,” *Education For All - Global Monitoring Report*, 2014, 1–14.

³ Catur Nugroho dan Kharisma Nasionalita, “Digital Literacy Index of Teenagers in Indonesia,” *Journal Pekommas* 5, no. 2 (2020): 215, <https://doi.org/10.30818/jpkm.2020.2050210>.

⁴ Suhaimi, “IMPROVING STUDENTS' READING INTEREST AND PARTICIPATION THROUGH METACOGNITIVE STRATEGY,” *Jurnal Tarbawi* 13, no. 01 (2019): 65–82.

⁵ Ni Ketut dan Erna Muliastri, “PENGUATAN LITERASI BARU (LITERASI DATA, TEKNOLOGI, DAN SDM/HUMANISME) PADA GURU - GURU SEKOLAH DASAR DALAM MENJAWAB TANTANGAN ERA REVOLUSI INDUSTRI 4.0,” *Prosiding Seminar Nasional Dharma Acarya* 9, no. 1 (2019): 131–38.

⁶ Anwar Hafidzi, “the Ability of Islamic Boarding School Students in Facing The Digital Literacy Era With Critical Reading,” *International Journal Of Graduate Of Islamic Education* 11, no. 2 (2020): 141–53.

⁷ Budiharto dan Triyono, “LITERASI SEKOLAH SEBAGAI UPAYA PENCIPTAAN MASYARAKAT PEBELAJAR YANG BERPENGARUH PADA PENINGKATAN KUALITAS PENDIDIKAN,” *Seuneubok Lada: Jurnal Ilmu-ilmu Sejarah, Sosial, Budaya dan Kependidikan* 5, no. 1 (2018): 153–66.

books 15 minutes before learning takes place.⁸ Furthermore, researchers can observe that all madrasa residents always provide a style of life that is by a literacy culture

Because good reading skills can be the basis for learning more, these skills are important for the intellectual growth of all students and will benefit their lives. Therefore, schools must organize literacy activities to increase public interest in reading.⁹ Overcoming this case, the Government of the Republic of Indonesia plans a School Literacy Movement (GLS) through the Ministry of Education and Culture.¹⁰ The government established the School Literacy Movement in 2015 regarding the development of character in which there is a 15-minute reading activity in early education during the habituation session. The School Literacy Movement, or GLS, is an effort that is trying to make schools an educational organization whose citizens are literate for life through public involvement.¹¹

According Hanifa¹² to if someone already has the linguistic skills of reading and writing from an early age, it can be stated that they have literacy skills by making schools an attractive and child-friendly learning place by displaying various reading books and providing multiple reading strategies to support continuous learning. So, according to Kurnia,¹³ the Islamic Boarding School Literacy Movement, there are three stages consisting of the habituation stage, the development stage, and the learning stage.

Based on the results of the researchers' observations, it can be illustrated that the literacy culture at Miftahul Huda Islamic Boarding School, Lumajang Regency, is reflected through teacher assistance through habituation of daily students at school, namely reading books 15 minutes before learning takes place. Furthermore, researchers can observe that all madrasa residents always provide a style of life that is by literacy culture.¹⁴

The lifestyle of reading literacy culture is a characteristic of pesantren. The students of the Miftahul Huda Islamic Boarding School, Lumajang Regency, can be said to have developed a literacy culture well as an effort to increase interest in reading students.¹⁵

Literacy culture is expected to grow critical awareness to learn something new or assimilate it with previous knowledge; literacy culture is the ability to read, write and think

⁸ Azmi Rizky Anisa, Ala Aprila Ipungkarti, dan Nur Saffanah, "Pengaruh Kurangnya Literasi serta Kemampuan dalam Berpikir Kritis yang Masih Rendah dalam Pendidikan di Indonesia" 01, no. 01 (2021): 1–12.

⁹ D M Andikayana, N Dantes, dan I W Kertih, "PENGEMBANGAN INSTRUMEN ASESMEN KOMPETENSI MINIMUM (AKM) LITERASI MEMBACA LEVEL 2 UNTUK SISWA KELAS 4 SD Program Studi Pendidikan Dasar Universitas Pendidikan Ganesha" 11, no. 2 (2021): 81–92.

¹⁰ Irma Rabiulya Addinawati, "'Information Literacy' Pada Staf Pengajar SMA RSBI di Surabaya (Studi Deskriptif Tentang 'Information Literacy' pada Staf Pengajar SMA Negeri 15 dan SMA Khadijah di Surabaya," *Pendidikan dan Pembelajaran* 9, no. 2 (2019): 17–32.

¹¹ Herlina JR Saragih, "Upaya Literasi Digital dalam Membangun SDM Unggul pada," *Jurnal Representamen* 6, no. 1 (2020).

¹² Rifa Hanifa Mardhiyah, "Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia," *Lectura : Jurnal Pendidikan* 12, no. 1 (2021): 29–40.

¹³ Novi Kurnia dan Santi Indra Astuti, "PETA GERAKAN LITERASI DIGITAL DI INDONESIA: STUDI TENTANG PELAKU, RAGAM KEGIATAN, KELOMPOK SASARAN DAN MITRA," *INFORMASI Kajian Ilmu Komunikasi* 47, no. 2 (2017).

¹⁴ Observation. the condition of the Miftahul Huda Islamic Boarding School. February 2022

¹⁵ Interview. Ustadz Nur Kholiq, M.Si. (Kepala Madrasah Diniah Miftahul Huda), 27 Februari 2022

critically.¹⁶ Therefore, based on the empirical data problems that have been put forward, the researchers are very interested in studying classroom management to increase students' reading interest at Miftahul Huda Islamic Boarding School, Lumajang Regency.

RESEARCH METHOD

This research is descriptive qualitative research¹⁷ namely research procedures that produce descriptive data in the form of written and spoken words from people and understandable behavior about teacher assistance in increasing students' reading interest at Miftahul Huda Islamic Boarding School Lumajang. This research is research in the realm of the field. So, the data collection technique uses three techniques, namely: (1) in-depth interviews; (2) non-participant observation (non-participant observation), and (3) study of documentation (study of documents) in the natural setting that exists in the research subject as a direct source of data in the form of words, actions, and documents as well as other data. Other supporting data.¹⁸

In this study, the researchers analyzed the data during the Miftahul Huda Islamic Boarding School, Lumajang Regency survey. During the data analysis stage, while in the field, the researcher sharpened the research focus on interesting research focuses. In addition, researchers develop questions to collect as much data as possible, analyze the results of observations in the field and contextualize them with these questions.

After the data collection process in the field, the researchers conducted an analysis using qualitative analysis techniques with the following steps¹⁹: data reduction, namely selecting, simplifying, focusing, abstracting, and changing the rough data that emerged from notes at the Miftahul Huda Islamic Boarding School Lumajang. Data reduction is intended to determine the data according to the problem the researcher will examine. Displaying data is presenting data in how many formats of research notes are deemed necessary, such as tables and others. Verifying data and concluding, interpreting data/facts that have been processed and then compared with theoretical and normative provisions that apply universally. Then set as the conclusion.²⁰

Checking the validity of the data is a very important and inseparable part of this research. Again, referring to Lincoln and Guba, checking the validity of the data in this study is based on four criteria: the degree of trust (credibility), transferability, dependability, and certainty.²¹

¹⁶ Abdul Rifki, "ANALISIS KEMAMPUAN LITERASI SAINS SISWA DI PONDOK PESANTREN MENGGUNAKAN FRAMEWORK PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT (PISA)," *Evaluasi Pembelajaran* 8, no. 1 (2020).

¹⁷ Suharsimi Arikunto, "Metode Penelitian Metode Penelitian," *Metode Penelitian Kualitatif* 5, no. 17 (2017): 43.

¹⁸ John W Creswell dan Cheryl N Poth, *Qualitative inquiry and research design: Choosing among five approaches* (Sage publications, 2016).

¹⁹ Mimansha Patel, "Exploring Research Methodology : Review Article," *International Journal of Research and Review* 6, no. 3 (2019): 48–55.

²⁰ Juliana Batubara, "Paradigma Penelitian Kualitatif dan Filsafat Ilmu Pengetahuan dalam Konseling," *Jurnal Fokus Konseling* 3, no. 2 (2017): 95, <https://doi.org/10.26638/jfk.387.2099>.

²¹ S. Hadi, "Pemeriksaan Keabsahan Data Penelitian Kualitatif," *Jurnal Ilmu Pendidikan Universitas Negeri Malang* 22, no. 1 (2017): 109874, <https://doi.org/10.17977/jip.v22i1.8721>.

RESULTS AND DISCUSSION

Class Management in Increasing Reading Interest at Miftahul Huda Islamic Boarding School Lumajang

Based on the results of the study, it was found that students at Mts Miftahul Ulum 2 Banyuputih Kidul, Lumajang Regency looked enthusiastic, active, happy, and enthusiastic when participating in the reading literacy program in various learning activities.²² Therefore, the development of literacy culture at Miftahul Huda Islamic Boarding School Lumajang is inseparable from the role of the madrasa head as the highest leader who has the right to issue a decision or policy on a program that must be implemented in the madrasa environment, including the development of literary culture in madrasah.

Several stages were carried out by the Miftahul Huda Lumajang Islamic Boarding School teachers to increase students' reading interest so that they became literacy-based pilot Madrasahs; there are several stages of research findings, as explained below:

Class planning management in fostering student interest in reading at Miftahul Huda Islamic Boarding School Lumajang

Planning in the development of literacy culture at Miftahul Huda Islamic Boarding School Lumajang has four indicators of concern, namely (1) identification of goals, (2) preparation of literacy programs, (3) determination of literacy strategies and (4) management of facilities and infrastructure supporting the implementation of literacy culture.²³ Activities for the preparation and determination of learning strategies that the teacher will use. The formulation and determination of strategy at the Miftahul Huda Islamic Boarding School Lumajang are important because, with the method, the learning programs that have been designed can be accepted by students easily. Thus, the goals that have been set can be achieved effectively and efficiently. In addition, learning strategies are used to support the development of literacy culture in madrasahs to increase students' reading interest.

In addition, Miftahul Huda Lumajang Islamic Boarding School teachers use a reading request strategy, which is a reading strategy that aims to develop comprehensive reading skills, understand the reasons for concluding reading content, and criticize/comment on the reading content²⁴. The storytelling strategy at the Miftahul Huda Islamic Boarding School Lumajang is a strategy used with the aim that students want to listen to the stories conveyed so that it is hoped that reading interest will arise in them. Interest in the story's content or the character of the story that is admired makes a child want to know more about various things related to the something he admires.

Furthermore, Miftahul Huda Lumajang Islamic Boarding School teachers use a reading guide strategy as a guided learning method to assist students in using the process of learning to read independently. The aim is to help students learn to read individually with success. After determining the program and strategy in the process of teacher-student interaction, Miftahul Huda Islamic Boarding School Lumajang completes the facilities and

²² Observation. the condition of the Miftahul Huda Islamic Boarding School. 3 Maret 2022

²³ Interview. Sufyan Hanafi, S.Pd.I (Wakil Kepala Madrasah Bidang Kurikulum Madin Miftahul Huda), 5 Maret 2022

²⁴ Interview. Ahmad Khulaimi, M.Pd.I (Wali Kelas III Wustho Madin Miftahul Huda), 5 Maret 2022

infrastructure to support the development of a literacy culture. Facilities and infrastructure are indispensable in implementing a literacy culture in *madrasah*.²⁵ Moreover, the existence of facilities and infrastructure can facilitate the delivery of learning objectives.

Supporting infrastructure at Miftahul Huda Islamic Boarding School Lumajang is included in the complete category. Starting from the library building, reading huts, and literacy canteen. In addition, the facilities are also included in the entire class, such as the availability of adequate reading sources (textbooks and non-lesson books). The non-lesson books provided are not arbitrary but are selected beforehand so that what is read has moral messages in everyday life.

Management of class implementation in fostering student interest in reading at Miftahul Huda Islamic Boarding School Lumajang

In fostering a literacy culture, the implementation carried out is carrying out all the plans that have been prepared to achieve the goals that have been set. There are three stages of implementing the literacy movement at Miftahul Huda Islamic Boarding School Lumajang. This stage can be used as a model for developing a literacy culture in madrasas. Are as follows:

The library at Miftahul Huda Islamic Boarding School Lumajang is adequate. This can be seen from the condition of the library, which is neat, clean, and comfortable with a well-organized collection of books. In addition, the Head of Madrasah also provides other supporting facilities and infrastructure, such as reading huts and literacy canteens, wall magazines, and interesting reading books for students.²⁶

In addition, teachers at Miftahul Huda Islamic Boarding School Lumajang familiarize students with reading 15 minutes before class time. Reading is done aloud, silently reading, or other activities with non-academic bills. The activities carried out are conducting conversations in English, reading fairy tales that have values about students' real life, and reading Madura language books.

Regular visits to the library, the development of literacy skills is also carried out through activities in the madrasa library and visits to city/regional libraries. Providing classroom reading corners, reading corners, reading canteens, and watching short videos.²⁷ Development of literacy skills through activities in madrasa libraries and city/regional libraries or classroom reading corners with various activities, including (a) reading books aloud, reading silently, reading together, guided reading, watching short films, and reading printed, visual/digital texts (b) students respond to texts (print/visual/digital), fiction and non-fiction, through some simple activities such as drawing, making concept maps, discussing, and talking about books.

Management of assessment and evaluation in fostering student interest in reading at Miftahul Huda Islamic Boarding School Lumajang

Monitoring is the final activity in managing reading interest assistance at Miftahul Huda Islamic Boarding School Lumajang. In addition, an evaluation of the development of literacy culture at the Miftahul Huda Islamic Boarding School Lumajang was carried out to

²⁵ Observation. the condition of the Miftahul Huda Islamic Boarding School. Mart 2022

²⁶ Interview. Naila Khofifa, S.Pd. (Guru Kelas Madin II Wustho Miftahul Huda), 7 Maret 2022

²⁷ Interview. Sufyan Hanafi, S.Pd.I (Wakil Kepala Madrasah Bidang Kurikulum Madin Miftahul Huda), 5 Maret 2022

measure the success of various activities that had been carried out by all elements of the madrasa so that the madrasa could find out whether the goals and programs that had been set had been achieved or not.²⁸ The mechanism for monitoring literacy cultural assistance activities at Miftahul Huda Islamic Boarding School Lumajang is carried out routinely, which is carried out once a week. Monitoring routine assistance starts from evaluating daily activities to assessing weekly activities.

Teachers carry out monitoring, then report to the head of the madrasa to carry out monitoring simultaneously. In addition to weekly evaluations, Miftahul Huda Islamic Boarding School Lumajang conducts monthly tracking. Monthly evaluation is carried out once a month which is carried out in madrasas through deliberation activities.²⁹ This activity was carried out to discover the successes and obstacles faced by educators and students when carrying out the program for one month.

The principal and teachers then look for alternative solutions together to solve the problems that have been identified. The main concern in monitoring activities at Miftahul Huda Islamic Boarding School Lumajang is regarding various indicators such as teacher performance, availability and updating of reading sources for students, strategies or methods used in literacy assistance, and teaching media. The monitoring results that have been reported then become a reference for madrasas to develop follow-up programs. Carried out follow-up programs in counseling guidance, motivation, and various problem-solving led by the head of the madrasa as manager at Miftahul Huda Islamic Boarding School Lumajang.

DISCUSSION

Planning is the relationship between what is now and how it should be related to needs, setting goals, priorities, and programs. It is now and how it should be related to needs, setting goals, priorities, and programs.³⁰ The literacy culture at Miftahul Huda Islamic Boarding School Lumajang is to strengthen cognitive, affective, and psychomotor abilities so that they have critical thinking power, creative attitude, and independence in learning (intellectual intelligence/thought). This goal can be achieved by creating a fun, creative learning environment and stimulating the interest and talent of the students.³¹

Programming or learning content³², the flagship programs designed to achieve the cultural literacy goals at Miftahul Huda Islamic Boarding School Lumajang are; fairy tale

²⁸ Interview. Sufyan Hanafi, S.Pd.I (Wakil Kepala Madrasah Bidang Kurikulum Madin Miftahul Huda), 5 Maret 2022

²⁹ Interview. Naila Khofifa, S.Pd. (Guru Kelas Madin II Wustho Miftahul Huda), 7 Maret 2022

³⁰ Leah Langlois, "Children's Engagement in Reading for Pleasure: Developing a reading environment to promote enjoyment in reading," 2016, 93–110.

³¹ Ujang Sahid dkk., "Management of Student Characteristics Through Extracurricular Activities in The School Environment Based on Islamic Boarding Schools," *Munaddhomab: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (31 Oktober 2021): 116–25, <https://doi.org/10.31538/munaddhomab.v2i2.97>; Siti Aisyah dkk., "Kiai Leadership Concept in The Scope of Pesantren Organizational Culture," *Tajfeir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (29 Januari 2022): 40–59, <https://doi.org/10.31538/tijie.v3i1.106>; Difa Ilwa Dilia, Rony Rony, dan Anis Trianawati, "Pengaruh Ta'zir Terhadap Akhlak Santri Putri Pondok Pesantren," *At-Tadzkeir: Islamic Education Journal* 1, no. 1 (8 September 2022): 1–12.

³² Siti Wahyuni, "OPTIMALISASI BUDAYA LITERASI MELALUI PROGRAM JOURNALING FEEDBACK," *The 1st International Conference on Language, Literature and Teaching* 9, no. 2 (2018): 938–44.

service, reading time, reading group, English conversation, Madurese conversation, and short video screening about education.

The strategies used at Miftahul Huda Islamic Boarding School Lumajang are survey strategies, question, read, recite, review, read-question, answer/MTJ strategies or ask questions, storytelling, and reading guide. the survey, ask, read, say, review.³³ The strategy was implemented by Miftahul Huda Lumajang Islamic Boarding School teachers to get students to concentrate on reading, practice speed reading competencies, train competencies regarding reading content and develop critical and comprehensive reading skills.

Teachers at Miftahul Huda Islamic Boarding School Lumajang familiarize students with reading 15 minutes before class time. Reading is done aloud, silently reading, or in other activities with non-academic bills. The activities carried out are conducting conversations in English, reading fairy tales that have values about students' real life, and reading Madura language books.³⁴

At the habituation stage, the head of Madrasah Miftahul Huda Lumajang established a policy requiring students, educators, and education staff to read 15 minutes before class time. To support these activities, the madrasah principal also develops a literacy-rich physical environment in the madrasa, such as providing a library.³⁵ This is done to support the implementation of the 2013 Curriculum, which requires students to read non-textual textbooks, which can be in the form of books on general knowledge, hobbies, special interests, or multimodal texts, and can also be linked to certain subjects³⁶. In addition, the literacy activities in learning are adjusted to the academic bill in the 2013 curriculum.

The development of literacy skills is also carried out through activities in the madrasa library and visits to city/regional libraries. Providing classroom reading corners, reading corners, reading canteens, and watching short videos.³⁷ Development of literacy skills through activities in madrasa libraries and city/regional libraries or classroom reading corners with various activities, including (a) reading books aloud, reading silently, reading together, guided reading, watching short films, and reading printed, visual/digital texts (b) students respond to texts (print/visual/digital), fiction and non-fiction, through some simple activities such as drawing, making concept maps, discussing, and talking about books.³⁸

³³ Sue Wilkinson, "Literature Review: The impact of reading for pleasure and empowerment," *The Reading Agency*, no. June (2015): 1–39.

³⁴ Okpe Priscillia, "Effective Classroom Management: A Panacea for Enhancing Students Learning Experience and Satisfaction in Higher Education," *British Journal of Education* 8, no. 1 (2020): 10–19, <https://doi.org/10.37745/bje/vol8.no1.pp10-19.2020>.

³⁵ Ketut dan Muliastri, "PENGUATAN LITERASI BARU (LITERASI DATA, TEKNOLOGI, DAN SDM/HUMANISME) PADA GURU - GURU SEKOLAH DASAR DALAM MENJAWAB TANTANGAN ERA REVOLUSI INDUSTRI 4.0."

³⁶ DEPARTMENT OF EDUCATION, "Classroom management: Creating and maintaining positive learning environments," dalam *NSW Government*, vol. 1, 2020, 2019.

³⁷ Syofiani Syofiani dkk., "Culture of Literacy through Dongeng Text as Efforts to Improve Student Character in Islamic Primary School Khaira Ummah" 263, no. Iclle (2018): 174–78, <https://doi.org/10.2991/iclle-18.2018.28>.

³⁸ Nurotul Faidah dan Muhammad Anas Maarif, "Literacy-Based Islamic Cultural History Learning at Islamic Elementary School," *Jurnal Pendidikan Islam Indonesia* 6, no. 2 (15 April 2022): 110–22, <https://doi.org/10.35316/jpii.v6i2.345>; Dyah Putri Fadillah dan Istikomah Istikomah, "The Strategy Of School Literacy Culture In Elementary School," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 3 (19 Oktober 2021): 503–17, <https://doi.org/10.31538/nzh.v4i3.1614>.

The main concern in monitoring activities at Miftahul Huda Islamic Boarding School Lumajang is regarding various indicators such as teacher performance, availability and updating of reading sources for students, strategies or methods used in literacy assistance, and teaching media. The monitoring results that have been reported then become a reference for madrasas to develop follow-up programs. Carried out follow-up programs in counseling guidance, motivation, and various problem-solving led by the head of the madrasa as manager at Miftahul Huda Islamic Boarding School Lumajang

CONCLUSION

Based on the research findings, it can be concluded that class management through teacher assistance to increase students' reading interest in reading which can be seen at Miftahul Huda Islamic Boarding School Lumajang, is carried out in stages: 1) survey strategy, question, read, recite, review, 2) reading strategy- question and answer 3) Telling stories through reading assistance. Class teachers carry out their functions as managers by using management theory, namely class planning, class organization, class actuating in implementation, and measurement of reading interest through peer evaluation and assessment. The planning at the Miftahul Huda Islamic Boarding School Lumajang was carried out to set goals, determine programs, choose strategies, and fulfill facilities and infrastructure to support literacy culture.

Followed by organizing the implementation of all programs that have been prepared through concrete actions and active involvement starting from habituation, development, and teaching. The final step is to conduct an evaluation. Evaluation and assessment are carried out to know whether the objectives and literacy programs have been achieved or not. Evaluation activities are carried out weekly and monthly. The existence of teacher assistance makes it easy for the madrasa to increase the students' reading interest.

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