# Developing Reading Culture of Madrasah and Pesantren in Surabaya City through Literacy volunteer Student Program

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**Abstract:** Reading is the first verse that was revealed for the Muslims (Surah al-Alaq: 1-5), Indonesia as a predominantly Muslim country in case of reading still at the low average. Based on the survey results of the Programme for International Student Assessment (PISA) in 2012 data resulted also showed that more than 86.8.% of Indonesian students read ability is still at a low level, the mayor of Surabaya City through BARPUSDA launched Surabaya as the City of Literacy, with some excellent programs like the reading corner, book review, book discussion, grebek reading garden community (TBM), and student literacy volunteer program in corporate with UIN Sunan Ampel Surabaya. The aim of this study is to determine read ability of madrasah (high school) students and boarding school student in Surabaya, to provide assistance for madrasah and boarding schools in Surabaya. The steps are carried out by: First, held in cooperation with the Regional Library and Archive Agency (BARPUSDA) Surabaya and the stakeholders. Second, send the students of literacy volunteer (156 students) throughout the madrasah and pesantren all Surabaya. Third, provide development programs reading culture through literacy volunteer studentsin entire libraries and boarding schools in the city of Surabaya.

**Keywords:** Reading Culture, Literacy, Madrasah and Pesantren.

#### Introduction

Reading skill is one of language skills that is very significant in knowledge development process, it is because the greatest number of

PROCEEDINGS OF THE INTERNATIONAL CONFERENCE ON UNIVERSITY-COMMUNITY ENGAGEMENT SURABAYA – INDONESIA, 2 - 5 AUGUST 2016

knowledge transfer process is gained through reading. This condition shows that reading activity dominates the whole human's life. Therefore, the quality of reading activity should be enhanced. Throughout reading, someone's knowledge and experience will enlarge, intelligence capacity will improve, logical reasoning will behigh-pitched, and s/he will achieve significant advancement and self-upgrading. The fact also shows that knowledge development in developed country is signed by the development of reading culture and writing productivity. In 21st century, learners' literacy competence relates to demand of learners' reading ability for understanding information analytically, critically, and reflectively. Unfortunately, learning process in formal education has not fulfilled the goal of reading demand. At secondary school, learners' understanding (except mathematics and science) is tested by OECD —Organization for Economic Cooperation and Development- in Programme for International Student Assessment (PISA).

PISA 2009 showed that Indonesian learners were in 57th rank with score 396 (average score in OECD was 493), whereas PISA 2012 showed that Indonesian learners were in 64th rank with score 396 (average score was 496) (OECD, 2013). Addition, 65 countries participated at PISA 2009 and 2012. Second survey result of PISA concluded that educational practice that was conducted in Indonesia secondary school had not showed school function as learning organization that made serious effort for all members to be skilled learners especially in reading competence for supporting long life education.Based on it, The Ministry Education of develops GerakanLiterasiSekolah(GLS) - School Literacy Movement- that involves all stakeholders in education field.

In Indonesia, Literacy development is still untouched by many sides. Fortunately, Surabaya began this program earlier. Some programs had been planned by Rismaharini, Surabaya Mayor, for cultivating literacy; they are reading corner, book review, book discussion, *Grebek Taman Baca Masyarakat*(TBM) —sudden public reading room-, and so on. The goal of those programs is improving learners' reading interest (reading culture) in Surabaya. Statistic data showed that in 2015 number of service spots reached 1008. Even, number of public library visitors increased in 2014, they were 17.735.360 people.

Because of the rise of service and reading interest in Surabaya, the next step is to know the growth of reading interest quantity especially in *Madrasah* and *Pesantren* along with the reading ability in a quality manner, whether speed of reading or reading comprehension.

UIN SunanAmpel Surabaya as one of universities in Surabaya has role to do *Tri Dharma PerguruanTinggi* —Three Duties in Collage-, they are obligation in education, research, and public service. By way of obligation in education, collage performers are expected to do the important role in educating society and transmitting culture. In the manner of research, collage performers are expected to discovery newscience invention and innovative culture. Also, by doing obligation in public service, collage performers are expected to do public service for catalyzing the process of prosperity and advancement society improvement.

Based on the fact that community has low reading interest, especially in *Madrasah* and *Pesantren*. In addition, reading has important role in all life aspects. Thus, it can be concluded that developing reading culture around society, especially in *Madrasah* and *Pesantren*is significant. From the background, UIN SunanAmpel Surabaya did pioneering work in form public serviceas literacy companion in *Madrasah* and *Pesantren*inSurabaya. This activity purposes to improve literacy culture in *Madrasah* and *Pesantren*through literacy volunteer student program. Based on those statements, this paper was designed to know learners' reading competence in *Madrasah* and *Pesantren*in Surabaya and to give literacy accompanying for *Madrasah* and *Pesantren*in Surabaya.

# Review of Related Literature Developing Reading Culture (Literacy)

Literacy is very interesting issue all around the world. In Europe and America, it always becomes hot topic for research object. Literacy means access competence, understanding and using something briskly through various activities; they are reading, watching, listening, writing or speaking.

Research "Effective and productive learning bases literacy: The analysis of context, principle, and alternative form strategy implemented in school" showed that script bases effective and productive learning that is important to improve learners' learning process quality and the result in school. Librarian conducted the research: (1) Urge context is learning that supports learners for reading, collecting information, and practicingmore skilled reading or writing, (2) fundamental principle builds accessibility to many kinds of literatures, builds accessibility to many kinds of reading materials, facilitates learners' perspective in understanding material, builds kernel-behavior script, and encourages learners to be readers or writers who are critical, creative, incisive and effective, and (3) curriculum format is

#### Collaborative Creation Leads to Sustainable Change

mutual reading or writing and empowering society for learning science. Teachers are recommended to use those strategies with paying attention for fundamental principles and context.<sup>1</sup>

SarjitKaur and GurmanKaurSidu's research titled "The evaluation of critical literacy practice for tertiary learners" showed the ability of reading text criticallythatwasskillthatwas looked for in job environment all around the world. However, it improved, whereas in Malaysia many learners who got difficult in mastering this kind of skill and this study involved numerous learners in remote area.<sup>2</sup>

Learners need to know how to analyze many kinds of texts that exist as the response for building social construction through peer, culture, family, class, neighbor, community and world<sup>3</sup> forcountering social problem about less attention to tertiary development learner literacy practice. This research confirmed about challenge and difficulty that were faced by 70 tertiary students from two universities in Malaysia in trying to comprehend opinion manuscript. The finding showed that most of learners got difficulties in reading and comprehending writer's message, distinguished fact and opinion in understanding main idea, guessed meaning from context and made conclusion. This research suggests to lecturers to combine critical literacy theory in their class for being practiced because it can create meaningful learning experience between their learning process and it can push them to voice their opinion and experience as knowledge sources. 4 Teaching instruction in developing reader should be more critics and it should be blended with teaching practice for sharpening learners' critical thinking in higher education.<sup>5</sup>

<sup>&</sup>lt;sup>1</sup> Suyono. (2009). Pembelajaran Efektif dan Produktif (Jurnal Bahasa dan Seni Th.37 Vol.2 Agustus. Malang: Universitas Negeri Malang. hlm.203).

<sup>&</sup>lt;sup>2</sup> NormazidahChe Musa, Koo, Y.L & Hazita Azman. (2012). Exploring English Lenguage learning and teaching in Malaysia. GEMA Online Journal of Langeage Studies, 12 (1), 35-51.

<sup>&</sup>lt;sup>3</sup> Lesley, M. (2004). Looking for critical literacy with postbaccalaurate content area literacy student. Journal of Adolescent & Adult Literacy 48 (4), 320-335.

<sup>&</sup>lt;sup>4</sup>Haas Dyson, A. (2001). Relational sense and textual sense in US urban classrooms: The contested of Emily, girl friend of ninja in B. Comber & A Simson (Eds), Negotiating critical literacis in classrooms. (pp. 3-18) Mahwah, NJ: Erlbaum.

<sup>&</sup>lt;sup>5</sup>Sarjit Kaur, Gurnam, K. S. (2014). Evaluating the critical literacy practies of Tertiary Studens. (Procedia-Social and Behavioral Sciences 123 (2014) 44-52.

#### Madrasah and Pesantren

Steenbrink (1986) stated in *Pesantren Madrasah Sekolah* that how the way to change *pesantren* that was begun trough teaching Koran (the simplest Islamic learning method), then recited exclamation of passages of Koran by supplying additional information (advanced education), and nowadays it becomes a formal institution that is called "madrasah" and even it metamorphoses as modern institution called "school".

PondokPesantrencomes from words Pondokand Pesantren. Pondokis from Arabic language funduqthat means dormitory orsettlement, and Pesantrenis from word santri that gets prefix pe- and suffix —an which means the settlement of santri who learn Islamic knowledge. Basically, education in PondokPesantrenis called Indonesia educational system or indigenous (Indonesia native education). Also, PondokPesantrenis the oldest Islamic educational institution in Indonesia.

Afterward, *Pesantren*is educational and Islamic teaching institution that the education and teaching are commonly implemented through non-classic method in which a *Kyai*teaches *Santri* based on the Arabic book written by mufti since middle age, whereas *Santri* stay in dormitory. According to experts, *PondokPesantren*can be classified as *PondokPesantren*if it can fulfill 5 conditions, they are (1) there is *Kyai*(2) there is dormitory(3) there is mosque(4) there is *Santri*(5) reciting exclamation of passages of Koran by suppying additional information.8

Aziz divides *PondokPesantren* become 5 categories based on its institutional position: (1)*PondokPesantren* conducts formal education that applies national curriculum, weather it only has religious school or it also has public school; (2)*PondokPesantren* conducts religious education in *Madrasah* form and teaches general science although it does not apply national curriculum; (3)*PondokPesantren* only teaches religious knowledge in *Madrasah Diniyah*form; (4)*PondokPesantren* is only place for reciting Holy Koran or exclamation of passages of Koran by suppying additional

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<sup>&</sup>lt;sup>6</sup>Diofirer Z. (1982), The *pesantren tradition, the role of the kyai in the maintenance of tranition Islam in Java*. Him.18

<sup>&</sup>lt;sup>7</sup>Madjid, N. (2002). *Modernisasipesantren (kritiknurcholisterhadappendidikan Islam tradisional)*. Jakarta: Ciputat Press, Hlm.5

<sup>&</sup>lt;sup>8</sup>Tafsir, A. (2001). *Ilmupendidikandalamprespektif Islam*. Bandung: Rosda. Hlm. 197

information (*majlista'lim*); (5) *PondokPesantren* as place for learners who study in public school or university.<sup>9</sup>

Sahal said that there are four characters of *PondokPesantren*, they are: 1) solid in the fundamental of belief and Islam law; 2) tolerant in Islamic law and social life; 3) having and receiving diverse point of view toward social problem and 4) keeping and prioritizing morality as attitude and behavior in daily activity. 10 Hamid stated that values that are implemented in *SMK*—High Vocational School- that bases *PondokPesantren* are: (1) Fundamental Value: (a) tawassuth (moderate); (b) tawazun (balance); (c) tasamuh (tolerant); (d) *I'tidal* (fair). (2) Personal Value: (a) faith; (b) devotion; (c) kind; (d) discipline; (e) submissive; (f) independent; (g) learner; (h) covering genitalia. (3) Social Value: (a) good working competence; (b) attitude; (c) respect the teachers; (d) glorify the holy book; (e) fond of friends; (f) uswah hasanah; (g) tawadzu'; (h) teachers pray; (i) barokah; (j) separate seat between girl and boy learners. 11

## Service Practice Method

Implementation of *Kuliah Kerja Nyata* (*KKN*) –obligatory social action internship- followed"in-out-in" system, it means "in" volunteer students were given material provisioning for 3 days by lecturers and **BARPUSDA**, then "out" means that volunteer student did literacy KKN for 2 months in *Madrasah/PondokPesantren*that had been decided, and the last "in" means volunteer students come back to campus to present what they had done for 2 months in literacy KKN. The following are steps of the implementation of literacy volunteer student program:

1. **Program socialization and registration**. Socialization was done through giving information toward pamphlet andit also was informed in Education and Teacher Training Faculty of UIN SunanAmpel Surabaya website. Then, online registration could be done in faculty website,

<sup>&</sup>lt;sup>9</sup>Qomar, M. (2003). *Pesantren dari trasformasi Metodologi Menuju Demokratisasi.* Jakarta: Erlangga.Hlm. 18

<sup>&</sup>lt;sup>10</sup>Sahal Mahfudz, *Memahami Karakter Islam di Pesantren*, Seminar Publik Hearing Pengembangan Pesantren Hotel Syahid Yogyakarta 22-23 Juni 2005

<sup>&</sup>lt;sup>11</sup>Hamid, A. (2013). Penanaman Nilai-Nilai Karakter Siswa SMK Salafiyah Prodi TKJ Kajen Margoyoso Pati Jawa Tengah. (Jurnal Pendidikan Vokasi, Vol.3 Nomor.2 Juni 2013). Yogyakarta: Pascasarjana Universitas Negeri Yogyakarta. Hlm.139.

- whereas offline registration could be done by taking form in office laboratory of Education and Teacher Training Faculty.
- 2. **Participant selection**. Participant selection was done for dividing literacy volunteer students that fulfilled the qualification that had been required by BARPUS Surabaya and UIN SunanAmpel Surabaya. This selection was written form that was done by BARPUS Surabaya that material test included psychology, personality, ability for working and pedagogy knowledge.
- 3. Workshop and material provisioning. Workshop and material provisioning proposed to explain to literacy volunteer studentsbefore doing KKN to Madrasah/PondokPesantren related to library management and founding reading culture in Madrasah/PondokPesantren, this workshop had been held for 3 days.
- 4. Extrication literacy activator for implementing literacy KKN. Literacy volunteer studentswere extricated by Education and Teacher Training Faculty dean in new building of Education and Teacher Training Faculty. Then, the literacy volunteer students were accompanied by subdistrict coordinator as literacy team from BARPUSDA.
- 5. *Picking literacy KKN activator up*. When literacy volunteer students finished their duty in literacy KKN, they were picked up by subdistrict coordinator and accompanying lecturer from UIN SunanAmpel Surabaya in BARPUSDA and they came back to campus.
- 6. **Presentation and collecting paper.** literacy volunteer students presented all activities in literacy KKN and they were tested by accompanying lecturer.
- 7. Follow up. After doing literacy KKN, literacy volunteer students formed literacy activators to implement literacy culture in UIN SunanAmpel Surabaya, society, Madrasah and PondokPesantren through some programs as follows:
  - a. Build reading and discussion community about new books and movies.
  - b. Become companion in *Madrasah* and *PondokPesantren* form students as literacy activator.
  - c. Make reading room and book charity movement.

#### **Discussion**

### Mapping Madrasah and Pesantren in Surabaya

Surabaya has 250 *Madrasah* and *Pondok Pesantren* that spread in 31 sub districts. Those are 69 *Madrasah* and *Pondok Pesantren* (60 *Madrasah* and 9 *Pondok Pesantren*) that are reached (*Madrasah* and *Pondok Pesantren* list are attached in *Lampiran 1*). The implementation of literacy volunteer student program by laboratory of Education and Teacher Training Faculty based on agreement of MoU between UIN Sunan Ampel Surabaya and BARPUS (*Badan Arsip dan Perpustakaan*) No.Un.07/1/PP.00.9/-1667/P/2015 dan No. 041/3799/436.7.7./2015.

Literacy volunteer student program is one of follow up from the MoU above that had been equalized with KKN. Literacy KKN is as kind as regular KKN and international KKN. In the first batch, Education and Teacher Training Faculty departed 152 literacy volunteer students that spread in 69 *Madrasah* and *Pondok Pesantren* in Surabaya.

### Making strategy to improve reading culture

There are some strategies that should be done for improving reading culture in *Madrasah* and *Pondok Pesantren*, they are:

- 1. Literacy Empowerment
  - a. Doing School Literacy Movement
    - 1) Habituation step: growing reading interest trough 15 minutes reading activity (Ministry of Education policy number 23 year 2015).
    - 2) Developing step: improving literacy competence trough perceiving enrichment book activity.
    - 3) Learning step: rising literacy ability in all lessons using enrichment book and reading strategy in al lessons.
  - b. Obligation for visiting library minimal once a week, when students visit the library. There are some programs, such as reading technique service, storytelling service, and main mapping.

#### 2. School library revitalization

School library revitalization is one of agendas in literacy KKN. It was held in *Madrasah* and *Pondok Pesantren* that have minimal standard of library. Between 69 *Madrasah* and *Pondok Pesantren* that were surveyed, only 10 *Madrasah* and *Pondok Pesantren* that had library.

Even, they had not had book collection (except lesson book). In this agenda, there are two kinds of revitalization, those are physically and administratively. Physical revitalization was held by fixing library building that was less proper. Then administrative revitalization included making visitor book, hosting book, labeling book, and cataloging book.

#### 3. Reading corner optimizing

Reading corner is provided facility for students to solve the problem that purposes to explore, to find and to create the best finding by them. Teachers as facilitator in reading activity and they control and correct students' reading trough reading log periodically.

4. Reading collective activity

In this activity, DEAR (Drop Everything and Read) method is used. DEAR is one of ways to promote habitual reading to students through silently reading routine program together in some minutes.

5. Writing diary

Writing skill is one of language skills that requires on going habit. One of effective ways to increase students' writing skill is applying writing diary or informal writing method. Writing diary activity is continuation of writing students' experience. Writing students' experience is only telling a story in a time, if writing diary the students need to write bunch of stories day by day, time by time and it written chronologically. Through writing diary, students are trained to express their idea and to tell story around them fluently without thinking something mechanically. Also, students can communicate their idea freely without feeling afraid of something and under pressure about writing mechanic.

#### Conclusion

Surabaya Major planned to make Surabaya as Literacy City. Fortunately, in 2016 Surabaya got award as Smart City. In other hand, *Madrasah* and *PondokPesantren* need to overtake the left behind of literacy. Therefore, UIN SunanAmpel Surabaya will accompany those *Madrasah* and *PondokPesantren* to have better literacy culture. The conclusions of this paper are:

- 1. Mapping *Madrasah* and *Pondok Pesantren*: only 69 *Madrasah* and *Pondok Pesantren* found from 250 *Madrasah* and *Pondok Pesantren* in Surabaya.
  - a. Doing School Literacy Movement

- 1) Habituation step: growing reading interest trough 15 minutes reading activity.
- 2) Developing step: improving literacy competence trough perceiving enrichment book activity.
- 3) Learning step: rising literacy ability in all lessons using enrichment book and reading strategy in all lessons.
- b. Obligation for visiting library minimal once a week, when students visit the library. There are some programs:
  - 1) Reading technique service
  - 2) Storytelling service
  - 3) Main mapping service
- 2. Making strategy to improve reading culture trough:
  - a. Literacy Empowerment
  - b. School library revitalization
  - c. Reading corner optimizing
  - d. Reading collective activity
  - e. Writing diary

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