

GERAKAN LITERASI MADRASAH DI SURABAYA
(Pengaruh Partisipasi Kepala Madrasah, Program Literasi dan Fasilitas
Membaca terhadap Budaya Membaca Siswa)

DISERTASI

Diajukan untuk Memenuhi Sebagian Syarat Memperoleh Gelar Doktor dalam
Program Studi Pendidikan Agama Islam



UIN SUNAN AMPEL
S U R A B A Y A

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2026



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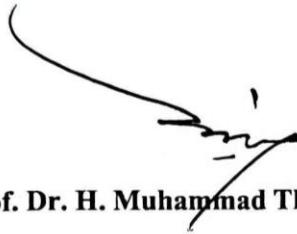


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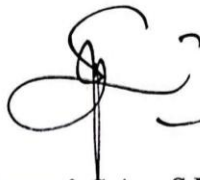
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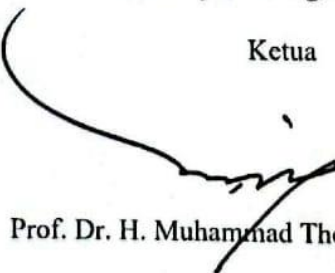
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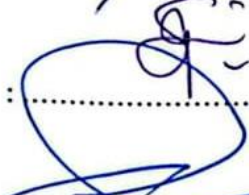
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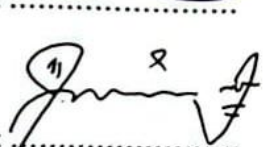
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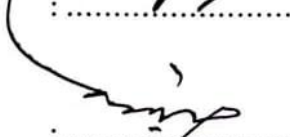
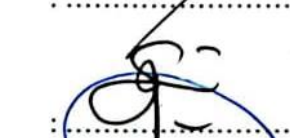
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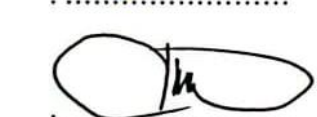
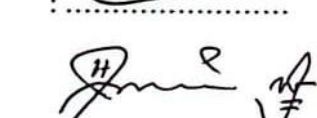
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ABSTRAK

Judul : Gerakan Literasi Madrasah di Surabaya (Pengaruh Partisipasi Kepala Madrasah, Program Literasi dan Fasilitas Membaca terhadap Budaya Membaca Siswa)

Penulis : Zaini Tamin AR

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Kata Kunci : Gerakan Literasi Madrasah, Partisipasi Kepala Madrasah, Program Literasi, Budaya Membaca.

Perkembangan literasi di Indonesia masih menghadapi tantangan serius, sebagaimana ditunjukkan oleh berbagai studi yang merekam rendahnya minat baca dan kemampuan pemahaman siswa. Pemerintah telah merespons kondisi tersebut melalui sejumlah kebijakan strategis, termasuk peluncuran Gerakan Literasi Madrasah. Pada level daerah, Kota Surabaya memperlihatkan komitmen yang konsisten melalui slogan Kota Literasi, yang turut menempatkan madrasah sebagai salah satu pusat penguatan literasi. Penelitian ini merumuskan 3 (tiga) permasalahan yaitu: 1) Apakah partisipasi kepala madrasah berpengaruh terhadap budaya membaca siswa madrasah di Surabaya? 2) Apakah program literasi berpengaruh terhadap budaya membaca siswa madrasah di Surabaya? 3) Apakah fasilitas membaca berpengaruh terhadap budaya membaca siswa madrasah di Surabaya?

Sebagai pisau analisis, penelitian ini menggunakan kerangka teoretik, antara lain: teori partisipasi, lingkungan belajar dan habitus. Sementara, metode dalam penelitian ini menggunakan pendekatan kuantitatif dengan survei alat pengumpul datanya. Data yang terkumpul, diuji dengan teknis analisis *Structural Equation Model (SEM)* sebagai instrumen analisis melalui *Partial Least Square (PLS)*. Penelitian ini mencakup 13 indikator (variabel manifest) yang merepresentasikan 4 variabel laten. Agar representatif, penulis melibatkan 200 responden (siswa) dari 4 Madrasah Tsanawiyah yang ada di Surabaya.

Hasil penelitian menunjukkan bahwa partisipasi aktif kepala madrasah memberikan pengaruh positif dan signifikan terhadap pengembangan budaya membaca siswa, yang mengindikasikan peran strategis kepemimpinan madrasah dalam menciptakan lingkungan literat. Kepala madrasah tidak hanya berfungsi sebagai manajer administratif, tetapi juga sebagai agen perubahan kultural (motor penggerak literasi) yang berperan secara vertikal (struktural) dan horizontal (kultural). Sementara, program literasi muncul sebagai faktor yang paling berpengaruh dalam memperkuat budaya membaca siswa, yang menekankan peran sentralnya dalam membentuk kebiasaan membaca yang berkelanjutan. Selanjutnya, ketersediaan fasilitas membaca turut memberikan kontribusi positif dan signifikan terhadap peningkatan budaya membaca siswa. Dalam hal ini, fasilitas membaca memainkan peran esensial; lebih dari sekadar ruang dan koleksi buku, ia menjadi ekosistem belajar yang hidup membentuk konsep laboratorium literasi. Penelitian ini merekomendasikan konsep teoretik “Literasi Madrasah Holistik”, sebuah pendekatan transformatif berbasis kepemimpinan partisipatif, program literasi kontekstual, dan ekosistem membaca yang humanis. Konsep ini diposisikan sebagai fondasi strategis dalam membangun budaya membaca yang berkelanjutan di lingkungan madrasah, khususnya dalam konteks madrasah di Kota Surabaya.

ABSTRACT

Title : The Madrasah Literacy Movement in Surabaya (The Influence of Principal Participation, Literacy Programs, and Reading Facilities on Students' Reading Culture)

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Keywords : Madrasah Literacy Movement, Principal Participation, Literacy Program, Reading Culture.

Literacy development in Indonesia continue to encounter significant challenges, as evidenced by numerous studies highlighting low levels of reading interest and comprehension skills among students. In response to this issue, the government has implemented several strategic policies, including the initiation of the Madrasah Literacy Movement. At the regional level, Surabaya city has shown a steadfast commitment through its slogan Literacy City, which also positions madrasahs as pivotal centers for enhancing literacy. This study has formulated three research questions: 1) How does the involvement of madrasah principals affect the reading culture of madrasah students in Surabaya? 2) What is the impact of the literacy program on the reading culture of madrasah students in Surabaya? 3) How do reading facilities affect the reading culture of madrasah students in Surabaya?

This research utilized a theoretical framework that includes participation theory, learning environment, and habitus as its analytical tools. A quantitative research method was employed, utilizing a survey for data collection. The data gathered were analyzed using Structural Equation Model (SEM) techniques, specifically through Partial Least Squares (PLS). The study incorporated 13 indicators (manifest variables) representing four latent variables. To ensure a representative sample, the authors engaged 200 respondents (students) from four junior high madrasahs in Surabaya.

The findings indicated that the active involvement of madrasah principals positively and significantly influenced the development of the reading culture among students, underscoring the strategic role of madrasah leadership in fostering a literacy-rich environment. The madrasah principal serves not only as an administrative manager but also as a catalyst for cultural change (a driving force for literacy), operating both vertically (structurally) and horizontally (culturally). In addition, the literacy program has emerged as the most significant factor in enhancing students' reading culture, underscoring its vital role in establishing sustainable reading habits. Moreover, the presence of reading facilities also has a positive and significant effect on the improvement of students' reading culture. In this context, reading facilities are crucial; they are more than just a space and a collection of books; they evolve into a dynamic learning ecosystem, embodying the idea of a literacy laboratory. This study advocates for the theoretical framework of Holistic Madrasah Literacy; a transformative strategy grounded in participatory leadership, a contextual literacy program, and a humanistic reading ecosystem. This framework is positioned as a strategic foundation for developing a sustainable reading culture within the madrasah environment, particularly in the context of madrasahs located in the city of Surabaya.

ملخص البحث

العنوان	: حركة محو الأمية في المدارس في سورابايا (تأثير مشاركة رئيس المدرسة، برامج محو الأمية، ومرافق القراءة على ثقافة القراءة لدى الطلاب)
المؤلف	: زيني تميم أ.ر.
المروج	: الأستاذ الدكتور محمد طاهر، الماجستير
	: الدكتورة سورياني، الماجستير.

الكلمات الرئيسية : حركة محو الأمية في المدارس ، مشاركة رئيس المدرسة، برامج محو الأمية، ثقافة القراءة.

لا يزال مستوى محو الأمية في إندونيسيا يواجه تحديات جدية، كما يتضح من الدراسات المختلفة التي تسجل انخفاض الاهتمام بالقراءة وضعف قدرة الفهم لدى الطلاب. استجابت الحكومة لهذه الحالة من خلال عدد من السياسة الاستراتيجية، بما في ذلك إطلاق حركة محو الأمية في المدارس. على المستوى المحلي، تظهر مدينة سورابايا التزامًا متسقًا من خلال شعار "مدينة محو الأمية"، والذي يضع المدارس أيضًا كأحد مراكز تعزيز محو الأمية. يحدد هذا البحث 3 (ثلاث) مشكلات: (1) هل تؤثر مشاركة رئيس المدرسة على ثقافة القراءة لدى طلاب المدارس في سورابايا؟ (2) هل تؤثر برامج محو الأمية على ثقافة القراءة لدى طلاب المدارس في سورابايا؟ (3) هل تؤثر مرافق القراءة على ثقافة القراءة لدى طلاب المدارس في سورابايا؟

يستخدم هذا البحث إطارًا نظريًا يشمل: نظرية المشاركة وثقافة محو الأمية والموطن. وفي الوقت نفسه، تعتمد منهجية هذا البحث على نهج كمي باستخدام الاستبيان كأداة لجمع البيانات. تم اختبار البيانات التي تم جمعها باستخدام تقنية تحليل المعادلات الهيكلية (*SEM*) كأداة تحليل من خلال المربعات الصغرى الجزئية (*PLS*). يشمل هذا البحث 13 مؤشرًا (متغيرات ظاهرة) تمثل 4 متغيرات كامنة. لكي تكون ممثلة، أشرك المؤلف 200 مستجيب (طالب) من 4 مدارس ثانوية موجودة في سورابايا.

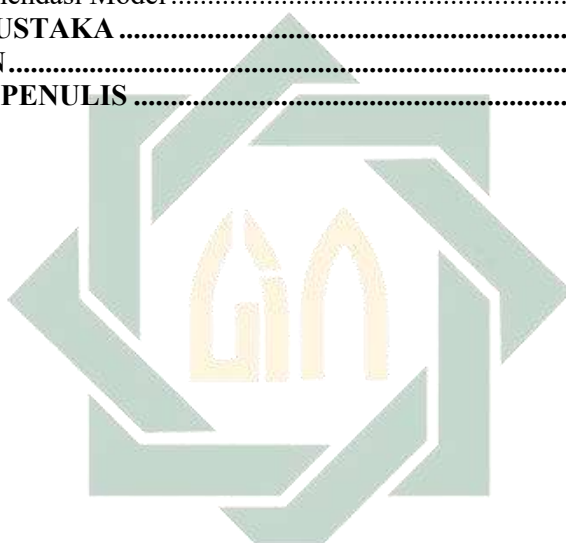
أظهرت النتائج أن المشاركة الفعالة لرئيس المدرسة لها تأثير إيجابي وهام على تطوير ثقافة القراءة لدى الطلاب، مما يشير إلى الدور الاستراتيجي لقيادة المدرسة في خلق بيئة محو أمية. لا يعمل رئيس المدرسة كمدير إداري فحسب، بل يعمل أيضًا كوكيل للتغيير الثقافي (محرك محو الأمية) الذي يلعب دورًا رئيسيًا (هيكليًا) وأفقياً (ثقافياً). وفي الوقت نفسه، تظهر برامج محو الأمية كالعامل الأكثر تأثيرًا في تعزيز ثقافة القراءة لدى الطلاب، مما يؤكد دورها المركزي في تشكيل عادات قراءة مستدامة. علاوة على ذلك، يساهم توفر مرافق القراءة بشكل إيجابي وهام في زيادة ثقافة القراءة لدى الطلاب. في هذه الحالة، تلعب مرافق القراءة دورًا أساسيًا؛ إنها أكثر من مجرد مساحة ومجموعة كتب، بل تصبح نظامًا بيئيًا تعليميًا حيًا يشكل مفهوم "مختبر محو الأمية". لذلك، يوصي هذا البحث بالمفهوم النظري "لحور الأمية الشاملة في المدارس"؛ وهو نهج تحويلي يعتمد على القيادة التشاركية، وبرامج محو الأمية السياقية، والنظام البيئي للقراءة الإنساني. يتم وضع هذا المفهوم كأساس استراتيجي في بناء ثقافة قراءة مستدامة في بيئة المدارس في مدينة سورابايا.

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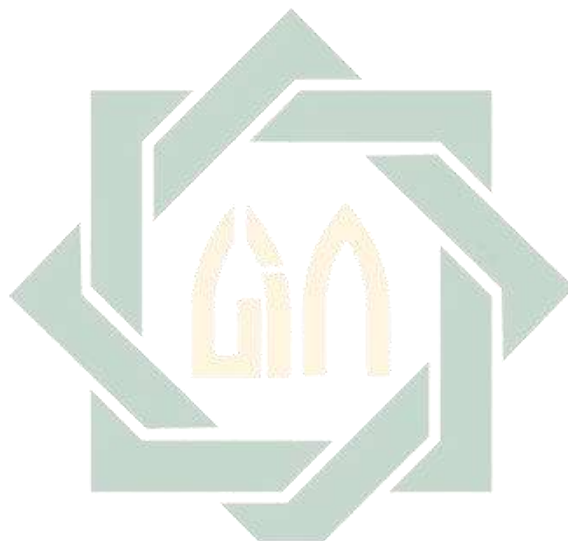
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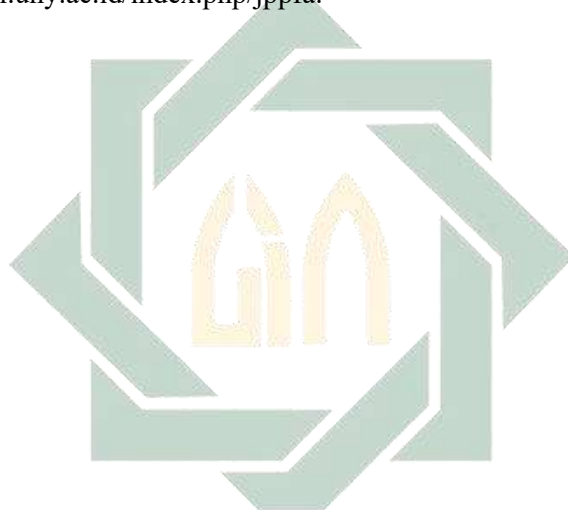
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