

Strengthening Reading and Writing Literacy to Foster Creative Writing Skills at Madrasah Ibtidaiyah

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Abstract

This study aims to describe various reading literacy strengthening activities implemented by Madrasah Ibtidaiyah to foster creative writing skills. Using a qualitative research method with a case study approach at MIN 1 Banyumas, data was collected through observation, interviews, and documentation. Data analysis involved reduction, presentation, and conclusion drawing. The findings indicate that teachers strengthen literacy through: 1) mandatory library visits, 2) literacy corners in each classroom, 3) updated wall magazine content, and 4) a daily 15-minute reading program. Writing literacy activities include three stages: 1) pre-writing, 2) writing, and 3) post-writing. In Islamic education, reading and writing are activities with spiritual and intellectual significance, aligning with Islamic values that emphasize knowledge acquisition and dissemination. The study contributes theoretically by expanding the understanding of literacy practices in Madrasah Ibtidaiyah.

Keywords: reading and writing literacy; creative writing; madrasah ibtidaiyah

INTRODUCTION

The benchmark of a developed nation is its high-quality education (Noviansah, 2020). Education plays a crucial role in developing skilled human resources across various sectors of society (Lian & Amiruddin, 2021). Qualified human resources are the driving force behind the organization of a nation's economic, social, and cultural life (Subakti et al., 2021). The collective efforts of all elements within the nation can establish a strong national order by fostering a community where individuals collaborate effectively (Kharisma et al., 2020). Achieving high-quality education requires the commitment of all stakeholders, including the central and local governments, educational institutions, and parents.

High-quality education and cooperation among various stakeholders can be achieved through literacy initiatives in schools, families, and communities working together (Inten, 2017; Jariah & Marjani, 2019; Sanusi & Prasetyo, 2019; Wachidah & Putikadyanto, 2024). Students require strong literacy skills to understand and master the subject matter. The term "literacy," as explained by Sulby in Bu'ululo, refers to the ability to read and write (Bu'ululo, 2021). (Maryono et al., 2022).

The concept of literacy in the Qur'an emphasizes the importance of reading as a means to gain knowledge and understanding. Surah Al-Alaq (96:1-5) affirms that the first commandment received by the Prophet Muhammad was "Read" (Iqra), highlighting that reading is the initial step in the pursuit of knowledge (Khan, 2023; Wenny, 2021). Additionally, the Qur'an encourages Muslims to read nature and the signs of Allah's greatness

as a form of reflection and understanding (Maisyarah & Amalih, 2023; Rahman, 2020). Writing, within the context of the Qur'an, also holds deep significance. The Qur'an itself is a written and compiled text, underscoring the importance of writing skills in conveying the revelations and teachings of the Prophet Muhammad (SAW). The Prophet Muhammad (SAW) also emphasized the act of writing, which is why it is referred to as prophetic literacy (Majid, 2019). Surah Al-Baqarah (2:282) further underscores the importance of writing in the context of transactions and agreements, emphasizing honesty and accountability in communication (Kamali, 2022).

Numerous studies have identified low literacy skills among students, particularly elementary school students, as a result of both internal and external factors. Internal factors include lack of motivation, disinterest in reading, absence of reading habits, and limited cognitive abilities. External factors involve a less supportive environment, insufficient or outdated reading materials, inadequate facilities and infrastructure, and a lack of attention and support from teachers and parents (Fitriani & Hayati, 2020; Hadi et al., 2023; Hayati et al., 2024; Hijjayati et al., 2022; Rusti, 2023; Zahra & Amaliyah, 2023). According to the PIRLS 2011 report, as cited by Thompson et al. in Retnasari et al., the reading interest of 4th-grade elementary school students in Indonesia ranked 45th out of 48 countries (Retnasari et al., 2022).

Literacy is a critical need for students, and the state has an important role in providing and facilitating an educational system and services. This obligation is outlined in Article 31, Paragraph 3 of the 1945 Constitution,

which states: "The government seeks and organizes a national education system that increases faith and piety, and noble morals to educate the life of the nation, as provided by law." This regulation emphasizes that literacy is an effort to develop every individual's intelligence and potential, aligned with the concept of multiple intelligences. It also highlights the importance of adapting to the rapid advancements in science and technology (Wiedarti, 2016). Education plays a vital role in integrating literacy, and various activities can be implemented to help students understand and apply the knowledge they gain in school. These activities should always be relevant to their roles as community members, students, and family members.

The government has made several efforts through policies to address the low literacy levels in Indonesia. These efforts include the National Literacy Book Guide, Modules and Training Guidelines for Facilitators of the National Literacy Movement, Guidelines for Assessment and Evaluation of the National Literacy Movement, and the National Literacy Movement Roadmap. On August 19, 2015, the Ministry of Education and Culture (Kemdikbud) launched the School Literacy Movement Program (GLS). Since 2016, the Ministry has intensified the National Literacy Movement Program (GLN), which includes GLS as part of the implementation of Permendikbud Number 23 of 2015 concerning the Growth of Ethics. Through the GLN program, all institutions—schools, families, and communities—are encouraged to actively participate in raising the literacy level of the community through various activities (Penyusun, 2017a, 2017b, 2017c, 2017d).

Research related to literacy has been extensively conducted ((Walgermo, Frijters, & Solheim, 2018; Marmoah, Poerwanti, & Suharno, 2022, Wen & Walters, 2022, Bartošová, Plovajková, & Podnecká, 2015, Marinelli, Berlinski, Busso, & Correa, 2023)) however, few studies focus on literacy activities that lead to the production of written works. A study by Bartosova et al. highlights that literacy activities aimed at practicing reading and writing for elementary school students are based on several key considerations when selecting books (Bartošová et al., 2015).

Writing, as a form of literacy, requires a long learning process. It is defined as a communicative activity that uses written language as a medium (Rinawati et al., 2020). Writing necessitates a process because it involves translating ideas into written form, which is realized through multiple stages into a more structured system (Nafiah, 2017). Writing activities can be categorized into two main types: academic writing and creative writing (Ninawati, 2019). This research focuses on the development of creative writing skills for literacy enhancement at MIN 1 Banyumas. One example of activities aimed at improving literacy skills in reading and writing is the implementation of various habituation practices, such as reading aloud for lower-grade students and guided reading for upper-grade students.

The reading aloud activity is designed to foster students' interest in reading and stimulate their ability to generate ideas for writing. Guided reading activities aim to inspire students to gain knowledge through various activities both inside and outside the classroom. Moreover, the madrasah consistently facilitates an environment where students can be active and

enthusiastic in learning. This is evident in the way all student activities are directed to support material comprehension, tailored to students' developmental levels. Students are provided with a safe and comfortable learning environment, which is crucial for creating positive learning conditions. It is hoped that such preconditions will enable all madrasah residents to develop their talents and potential through activities that not only educate but also cultivate noble morals.

The reading culture at MIN 1 Banyumas aims to stimulate and guide students to express what they have absorbed from their reading experiences through written form. Writing for the school bulletin board (mading) is one of the goals for displaying students' written work, especially for those with initially low interest in writing. This low interest in writing is not limited to children; it extends even to university students. A lack of interest in writing makes it difficult for individuals to articulate the ideas in their minds. The phenomenon of low writing interest is caused by a variety of factors. Individuals may be reluctant to write because they are unsure of what to write, feel they lack writing talent, or do not know how to write effectively. Disinterest is often influenced by the family environment, societal factors, and the quality of writing instruction in schools, which may fail to motivate and stimulate students' interest.

In response to this challenge, MIN 1 Banyumas has implemented a strong writing foundation for students, beginning at an early age and ensuring consistency in practice. By conditioning elementary school children to become proficient writers, the intellectual climate can develop

rapidly and productively, potentially enabling them to compete with countries that have strong writing traditions.

Given the theoretical and conceptual nature of current studies and socialization efforts related to the Madrasah Literacy Movement, the researcher is motivated to conduct a study entitled "Strengthening Literacy in Awakening Creative Writing Skills at MIN 1 Banyumas." This research aims to collect data on the concepts and practices related to strengthening literacy and awakening students' creative writing skills through various activities and programs designed by the madrasah.

The purpose of this study is to explore literacy activities that foster both reading and writing skills, with the ultimate goal of cultivating creative writing abilities. The activities are designed to promote literacy development and stimulate students' creative writing skills, which are expected to contribute to strengthening literacy overall. By doing so, students will be empowered to express themselves through creative writing, which can be documented or published.

METHOD

Research methods are a scientific approach to obtaining data with specific purposes and uses (Sugiyono, 2019).. The research methodology used in this study was a qualitative method, categorized as field research. Field research involved activities in the preparation, collection, and gathering of data directly at the research site (Sugiyono, 2016).. This was conducted to obtain

information about strengthening madrasah literacy in awakening creative writing skills at Madrasah Ibtidaiyah (MI), specifically at MIN 1 Banyumas.

This research was carried out using data collection techniques that included observation, semi-structured interviews, and documentation. The observation method was employed to examine various phenomena related to the madrasah literacy movement, which was applied through various activity programs at MIN 1 Banyumas. The semi-structured interview method was used to explore phenomena that could not be captured through observation, such as the understanding of madrasah residents regarding the madrasah literacy movement implemented at MIN 1 Banyumas. The documentation method was utilized as supporting data to strengthen literacy in awakening creative writing skills at MIN 1 Banyumas.

As this research was qualitative, it was necessary to test the credibility or trustworthiness of the qualitative data. The technique used for this was data triangulation. The data analysis technique employed was the interactive analysis technique based on the Miles and Huberman model. This model consisted of three steps: data reduction, data presentation, and conclusion drawing and verification (Sugiyono, 2019). Additionally, the validity of the data in this study was tested using a triangulation test.

DISCUSSION

Strengthening Reading Literacy Activities at MIN 1 Banyumas

MIN 1 Banyumas is one of the schools in Banyumas Regency that actively participates in the School Literacy Movement (GLS). As a result, students at

MIN 1 Banyumas are developing into lifelong learners with noble morals, ethics, and are well-prepared to face the future. The government has implemented various policies regarding school literacy, and resources related to the School Literacy Movement have become key references for MIN 1 Banyumas in carrying out activities to strengthen literacy. These efforts aim to enhance and revitalize the reading and writing skills of students at MIN 1 Banyumas. There are several activities facilitated by MIN 1 Banyumas to strengthen reading literacy, including:

First, Compulsory Library Visits The library is a crucial facility provided by the madrasah or school, containing a variety of books to be accessed by students, educators, education staff, and parents who visit the library to support the literacy movement (Setiawan & Sudigdo, 2019; Syahidin, 2020). The library serves as a literacy support hub, and its presence is essential in every school, including MIN 1 Banyumas. One of the initiatives implemented at MIN 1 Banyumas is the mandatory library visit program, which forms part of the school's broader literacy activities. The policies governing this program have been developed and implemented to support the School Literacy Movement. At MIN 1 Banyumas, library visits are divided into two categories: one for lower grades and the other for higher grades. The lower grades include students from Classes I, II, and III, while the higher grades consist of students from Classes IV, V, and VI.

During their visit to the library, the class teacher accompanies the students in carrying out various literacy activities, one of which focuses on reading and writing. The tasks assigned to the students differ between the

lower and higher grades (Mutji & South, 2021). In the lower grades, students are primarily required to read, with first-grade students receiving support from the teacher using the "Read Aloud" method. For the higher grades, students are guided to read and then write based on the reading material. In the higher grades, namely Classes IV, V, and VI, students are asked to make a summary of the reading, which is guided by the teacher. It is important to note that not all students in the higher grades have a strong interest in writing, which is why teachers employ various strategies in the library to stimulate creative ideas and encourage creative writing.

Second, Literacy Corners in Every Class In addition to the mandatory library visits, MIN 1 Banyumas facilitates literacy access by establishing literacy corners in each classroom (Aswat & Nurmaya, 2020). The literacy corner is a designated area within the classroom or school environment that is dedicated to enhancing students' interest in reading. These corners are typically designed to be attractive and comfortable spaces where students can read, explore books, and engage in activities that promote literacy development. The primary goal of the literacy corner is to create an environment that fosters a love for reading and encourages the development of reading habits in students from an early age. To ensure that the corner remains relevant and engaging, the teacher regularly updates the selection of books in the reading corner, tailoring them to the needs and interests of the students in each class. For lower-grade classes (I, II, and III), the books are predominantly short stories with a greater number of illustrations, helping students learn to read according to their abilities. For

higher-grade classes (IV, V, and VI), the books in the literacy corners are more diverse and are typically of a higher reading level than those provided for the lower grades.



Figure 1: One of the Literacy Corners in Class III

Third, Regularly Updating Wall Magazines Wall magazines involve the creative and structured use of wall space to display information, images, and other visual materials. These can be found in various contexts, such as education, community settings, business environments, or even within households. In educational settings, wall magazines serve as a tool to convey messages and information in an engaging and visually appealing manner. At MIN 1 Banyumas, wall magazines are used to display various types of information and knowledge, as well as to showcase students' work. These may include updates on achievements, school conditions, and the latest news. For students in Classes IV, V, and VI, their works are displayed on the mading (wall magazine). In Classes V and VI, students' work is also published in poetry books and storybooks.



Figure 2: One of the Wall Magazines at MIN 1 Banyumas

Fourth, Special 15-Minute Reading Time A special 15-minute reading program is implemented for all students at MIN 1 Banyumas (Hidayat et al., 2018). The program allows students in lower grades (Class I) to participate in a read-aloud activity, where the teacher reads to the students, while students in Classes II to VI engage in independent reading. Following the reading activity, students are encouraged to write down their thoughts and reflections in a special notebook or diary. These writings are then displayed in the wall magazines.



Figure 3: 15-Minute Reading Activity

Strengthening Writing Literacy Activities at MIN 1 Banyumas

Closely linked to reading, writing skills are essential for students to develop. Reading and writing are positively correlated with language proficiency and vocabulary acquisition. Words and ideas are introduced to students through reading, while writing serves as the outlet for expressing those ideas. Students who regularly engage in reading and writing are more adept at finding the appropriate words and terms to convey their thoughts, which is crucial for effective communication. Following the facilitation of various activities to strengthen students' reading literacy, observations and interviews revealed the key stages in the creative writing process at MIN 1 Banyumas, including:

First, the Prewriting Stage (Preparation). This stage serves as the foundation for reading literacy, where students are encouraged to read in order to gather references that will later be summarized and used to generate ideas for their writing. Teachers guide students by asking which books they wish to read, supporting them in summarizing the content, and helping them transform these summaries into ideas for their own work. To maintain student engagement, reading activities often involve a combination of independent reading, teacher-read-aloud sessions, or peer reading, known as "read-aloud" activities.

Second, the Writing Stage. After completing the prewriting stage, students move on to the writing phase. Once they have selected a book, they are instructed to take notes or jot down their ideas, which will serve as the basis for their written work. Not all students at MIN 1 Banyumas produce

extensive written works, but they are encouraged to contribute, with some works being compiled into books or displayed in classroom or school wall magazines. The writing produced by students, no matter how brief, is always acknowledged and appreciated. Teacher guidance during this stage is crucial.

Third, Post-writing Stage. After the teacher accompanies the students to write, the next stage that the students do is the stage to reread the results of the writing which is then given input by the teacher or other students. This editing and improvement activity is carried out by the teacher to further assist students in editing the text that has been made before publication. After the writing is written, it is read again, revised, and finally the writing is published. Published writings are in the form of poems, fairy tales, short stories, rhymes, and picture stories.

Literacy Movement Activities in Awakening Creative Writing Skills

Madrasah Literacy Movement Strategy

The GLN team of the Ministry of Education and Culture outlined several strategies employed in the madrasah literacy movement, including: (1) creating a literacy-friendly physical environment; (2) fostering a social and effective environment for literate communication and interaction; and (3) striving to establish schools as literate academic environments (Ministry of Education and Culture GLN Team 2017a). At MIN Banyumas, the strategy to develop literacy involves engaging students with daily reading habits, such as the practice of reading for 15 minutes each day. Additionally, each classroom features a reading corner, providing students with access to

various reading materials in a comfortable environment close to their learning spaces, either by their desks or in informal seating arrangements (lesehan).

Teachers play an important role in fostering a social environment conducive to literacy. They assist students who struggle with reading by helping them find appropriate resources, accompanying them on library visits, and encouraging them to appreciate the work of their peers through reading the wall magazines (mading). These efforts contribute to establishing the madrasah as a supportive academic environment that continually promotes literacy. Mrs. Mar Atun, M.Pd., a Grade IV teacher, explained that students at MIN Banyumas are actively engaged in literacy-building habits. These include regular library visits, utilizing the reading corners, dedicating time to the 15-minute daily reading sessions, and appreciating the written works of their peers displayed in the mading.

Portrait of the Madrasah Literacy Movement

The portrait of the madrasah literacy movement at MIN 1 Banyumas is reflected through activities categorized into habituation, development, and learning. Habituation activities include: (1) daily 15-minute reading sessions before learning begins; (2) reading sessions conducted at different times during lessons (beginning, middle, and end); (3) students maintaining a reading log that records book titles and authors; (4) active participation of principals, teachers, and staff in the 15-minute reading sessions; (5) the availability of a specialized library for non-textbook materials; (6) reading corners in every classroom; (7) literacy campaigns using posters and slogans

throughout the school; (8) creating literacy-rich environments in areas such as gardens, parks, canteens, and the UKS; and (9) involving parents, communities, and stakeholders to ensure the success of the program.

Field findings at MIN 1 Banyumas reveal several key literacy-strengthening activities, including mandatory library visits, class-based literacy corners, regular updates to wall magazines, and a daily 15-minute compulsory reading program.

Literacy Movement Activities in Awakening Creative Writing Skills

The Madrasah Literacy Movement (GLM) at MIN 1 Banyumas, adapted from the School Literacy Movement launched by the Ministry of Education and Culture in 2015, emphasizes fostering creative writing skills. Writing, as defined by Dalman (Nadiroh, 2016), is a communication process using written language as a medium.

At MIN 1 Banyumas, creative writing literacy activities are structured into three stages: Pre-writing Stage: Students take notes during reading to gather ideas.

Writing Stage: Notes are expanded and developed into creative works based on individual ideas. Post-writing Stage: Students read their works aloud, receive feedback, refine their drafts, and publish their writings in wall magazines or books. The published works include short stories, fairy tales, poems, rhymes, and picture stories.

In Islamic education, reading and writing hold not only intellectual but also spiritual significance, rooted in values that emphasize knowledge

acquisition and dissemination (Ajhuri, 2021). The Qur'an's first revelation, "Iqra" (Read), highlights literacy as a divine command. Similarly, hadiths encourage studying and writing as means of sharing knowledge (Jayana & Mansur, 2023). Throughout Islamic history, scholars used writing to transmit religious knowledge, creating a rich scholarly tradition that continues to inspire educational practices today.

CONCLUSION

The research highlights the madrasah policy in strengthening literacy to awaken creative writing skills at MIN 1 Banyumas through activities encompassing habituation, development, and learning. Key literacy initiatives include compulsory library visits, classroom reading corners, regularly updated wall magazines, and daily 15-minute reading programs. Creative writing literacy is fostered through structured stages: 1) Pre-writing Stage: Taking notes during reading; 2) Writing Stage: Expanding notes into creative ideas; 3) Post-writing Stage: Revising, receiving feedback, and publishing works in wall magazines or books. Published works include short stories, poems, rhymes, fairy tales, and picture stories. In Islamic education, literacy transcends basic skills, embodying intellectual and spiritual values that prioritize knowledge acquisition and dissemination, aligning with Islamic teachings and traditions.

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