# THE STRATEGY OF AL UMANAA MODERN ISLAMIC BOARDING SCHOOL
# IN IMPLEMENTING LITERACY CULTURE

**Supriatnoko[1,] Hastuti Redyanita[2]**

E-mail: supriatnoko@bisnis.pnj.ac.id,  hastuti.redyanita@gmail.com

Politeknik Negeri Jakarta

## ABSTRACT

*This study aims to obtain facts and evidence against the strategy applied by Al Umanaa Modern Islamic Boarding School Sukabumi for its assignment as a Pioneer for the School Literacy Movement. This study uses a qualitative descriptive approach and uses methods of survey, observation, and interview in collecting data with recording and note-taking techniques. The data were analyzed using agih and direct element division techniques to describe the strategy developed and implemented in Al Umanaa. The result showed that the strategies applied by Al Umanaa were: (1) providing local content literacy subjects; (2) aligning language subjects (Indonesian, English, Arabic) and literacy subjects into speaking and writing practices;(3) continuing the silent and aloud reading program on an ongoing basis under the guidance of the teachers; (4) writing the reading results in to a literacy work or presenting the reading results; (5) allocate budget per semester for book expenditure, receive book grants; and (6) improving the function of the library as a place to read, while those that are not yet available are literacy culture guidebooks and literacy shops in open areas, (7)empowering all potential human resources to realize the vision, mission, and goals to be achieved.*

*Keywords: strategy, literacy culture, pioneer of school literacy movement*

## ABSTRAK

Penelitian ini bertujuan untuk mendapatkan fakta dan pembuktian terhadap strategi yang diterapkan oleh Pondok Pesantren Modern Al Umanaa Sukabumi atas penugasannya sebagai Sekolah Perintis Gerakan Literasi Sekolah. Penelitian ini menggunakan pendekatan dan metode deskriptif kualitatif dengan metode survey, observasi, dan wawancara dalam pengambilan data dengan teknik rekam dan catat. Data dianalisis dengan metode *agih* dengan teknik pembagian unsur langsung untuk menggambarkan strategi yang dibangun dan diterapkan di pondok pesantren. Hasil penelitian menunjukkan bahwa strategi yang diterapkan sebagai Perintis Gerakan literasi sekolah adalah: (1) menyediakan mata pelajaran muatan lokal literasi; (2) menyelaraskan mata pelajaran bahasa (Indonesia, Inggris, Arab) dan mata pelajaran literasi ke dalam praktik berbicara dan menulis; (3) melanjutkan program membaca senyap dan nyaring secara berkelanjutan atas bimbingan guru; (4) menuliskan hasil membaca ke dalam karya literasi atau mempresentasikan hasil bacaan; (5) mengalokasikan anggaran per semester untuk belanja buku, menerima hibah buku; (6) meningkatkan fungsi perpustakaan sebagai tempat membaca, sedangkan yang belum tersedia adalah buku panduan budaya literasi dan kedai

literasi di area terbuka, (7) memberdayakan semua potensi Sumber daya manusia untuk mewujudkan visi, misi, dan tujuan yang akan dicapai.

*Kata kunci: strategi, budaya literasi, Perintis Gerakan Literasi Sekolah*


**INTRODUCTION**

Al Umanaa Modern Islamic Boarding School (*Pondok Pesantren Modern Al Umanaa*) is under the auspices of the Al Umanaa Foundation, established in 2012. Al Umanaa Modern Islamic Boarding School, herein after referred to as Boarding School. The founder of the Boarding School (*Pesantren*) is K.H. Mindjali, A.S. The Boarding School is located at Jalan Jalan Pelabuhan II, KM 10 Cikaret RT 002/RW 014, Kebonmanggu Village, Gunungguruh District, Sukabumi Regency, West Java 43156. The Boarding School manages junior and senior high schools. Referring to the vision, mission, and goals of the Boarding School in implementing Middle and High School Education programs, this Boarding School is determined to develop the talents, interest, and potential of all students, with 5 Pillars of Education: (1) fostering Islamic faith; (2) fostering Al-Karimah morals; (3) develop knowledge; (4) train skills; and (5) a healthy lifestyle.

In developing knowledge, literacy culture becomes an important part of learning, not only carried out as part of the intra-curricular but also as extra-curricular activities. The literacy culture implemented by the Boarding School is the implementation of the school literacy movement established by the government through the Ministry of Education and Culture in 2015 (Supriatnoko, 2022). Literacy culture is a process of getting used to reading and writing activities. Literacy culture can be categorized as an initial literacy level of basic literacy (Rumah Literasi Sumenep, 2019).

The word literacy comes from the word *literate* which means "a learned person" or someone who can read, write, and converse. Meanwhile, the opposite of being literate is illiterate or illiterate people (Dwijayanti and Rahmawati, 2021). Literacy or free from illiteracy is a person's basic and technical ability to capture and understand the meaning of simple writing (basic literacy) to complex writing. Reading is a valuable skill that is highly valued in today's digital technology-based world. Abidin reinforces that reading is a process of processing a complex information or series (2015), because it involves many things, reading is not just reciting writing but also involves visual, thinking, psycholinguistic, and metacognitive activities ((Maskur, 2019). On the other hand, Linse (in Nopilda and Kristiawan, 2018) suggests that reading is a set of thinking skills to review and explore the meaning of a concept

contained in the reading. This means that literacy is closely related to the way of thinking, the process of expressing ideas in writing. This is in line with Kern's opinion (in Hayat and Yusuf, 2010: 25), literacy is narrowly defined as the ability to read and write, including the habit of reading and appreciating literary works and evaluating them, while broadly speaking, literacy is the ability to think and lifelong learning to survive in a social and cultural environment.

The government established the School Literacy Movement since 2015 regarding the development of character where there is a 15-minutes reading activity in a habituation session (Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 23 of 2015, Magdalena et al, 2019; Hayat and Yusuf, 2010). The School Literacy Movement, or abbreviated as SLM, is an attempt that is attempted as a whole to make schools and educational organizations whose citizens are literate for life through public involvement ((Fathonah, 2016). There is a need for SLM in order to increase students' interest in reading, as well as increase good behaviour, virtuous character through multiliterate education. Apart from that, it can also create people who have social, emotional and spiritual intelligence (Faradina, 2017; Azimah and Kurniawan, 2019). The SLM has 3 stages, namely (1) the habituation stage; (2) the development stage; and (3) the learning stage.

The **habituation stage** is usually in the form of reading story books or enrichment for 15 minutes before class begins. Reading activities that can be done are reading books aloud (read aloud) and reading silently/silent reading (sustained silent reading). Literacy activities at the **development stage** aim to maintain interest in reading and in reading activities, as well as improve students' reading fluency and comprehension. For example, the teacher reads a book or reading material and invites students to listen and respond actively to the reading. The process of reading this book is interactive because the teacher demonstrates how to think in response to reading and voice it and invites students to do the same. Focus on alternative reading aloud activities to understand new vocabulary. Literacy activities at the **learning stage** aim to maintain students' interest in reading and in reading activities, as well as increase students' literacy skills through enrichment books and textbooks. Literacy activities at the learning stage focus on improving receptive (reading and listening) and active (writing and speaking) language skills which are presented in detail in the context of the two main activities, namely reading and writing (Eriyani, 2020; Suyono et al, 2017).

In 2016 the Al Umanaa Modern Islamic Boarding School was appointed by the West Java Regional Government as one of the Pilot School for the SLM in the West Java region, and in its implementation coordinated with the Sukabumi District Education Office. In 2022 this is the six years. The application of literacy culture is the subject of research. Literacy is

interpreted by this Boarding School as the ability to use language to read, write, listen, and speak. From previous research, it was found that there were not a few schools that were not ready to run the program because they were constrained by the provision of teaching resources and facilities available at schools, the lack of support provided by students' parents (Eriyani, 2020) was not provided by accompanying teachers, and lack of literacy books in schools (Dwijayanti and Rahmawati, 2021; Ilmi e al, 2021), the problems posed from the implementation of tasks received by the Boarding School is formulated through the following question: what strategy was built and implemented by the Boarding School in carrying out their assignments as pioneering schools for the school literacy. Referring to the research question above, the general objectives to be achieved from this research is to obtain facts and proof of the strategies set and activities in implementing literacy culture in the Boarding School for the assignment as Pioneer of the School Literacy Movement.

## METHOD

This research is located at the Al Umanaa Modern Islamic Boarding School, Sukabumi West Java. The research object observed is the strategy of implementing literacy culture carried out by the Boarding School as the application/implementation of the SLM established by the government through the Ministry of Education and Culture. The type of research used in this study is descriptive qualitative, which describes factually the realization of the literacy culture practiced in the Boarding School. Development of concepts based on the data found and descriptions made in a factual, systematic, and accurate manner with respect to the data and facts as well as the relationships between the facts studied. This study uses a qualitative method. Qualitative methods pay attention to the data on aspects of a deep understanding of the problems studied (Husaini and Purnomo, 2004).

Research data was collected through the use of survey methods, interviews, and document, through recording and note-taking techniques. Recording technique, when in data collection a recording device is used. The note-taking technique when data collection is recorded on data cards that have been provided (Sudaryanto, 1992). The data obtained from field research results are processed by mean of inductive analysis, namely an analysis technique that goes from tact to theory; the data is processed by analyzing the elements related to the research object by presenting the data in more depth. Analyzing means describing in detail the elements that make up a literacy culture unit which is broken down into its components. The analysis technique is carried out to avoid manipulation of the data that has been obtained. The results of the analysis process become the basis for interpreting and drawing

research conclusions.

## RESULT AND DISCUSSION

## RESULT

This research obtained results in the form of planning data and facts on the implementation of school literacy, threats and opportunities faced both from internal factors and external factors in an effort to implement the strategy that was built and implemented in its assignment as a Pioneer School for the SLM.

Table 1. Responses of Al Umanaa Islamic Boarding Schools to Their Assignments

| No. | Policy | Planning | Literacy Results | Publication Events |
|---|---|---|---|---|
| 1 | Literacy cultural activity programs are integrated into Indonesian language subjects and literacy subjects | • establish literacy team<br>• establish literacy lesson as local content<br>• Public speaking<br>• Internal radio broadcasts<br>• Library<br>• Provision of textbooks and enrichment books<br>• Teacher and student research programs<br>• Collaboration with stakeholders (parents, community, government, association)<br>• Stores/literacy workshops | • Resume/synopsis<br>• Poetry<br>• Short story<br>• Essay<br>• Pantun<br>• Scientific posters<br>• Scientific journals<br>• Papers<br>• Friday sermon texts<br>• Popular articles<br>• Daily journal<br>• Writing reportage | • Wall magazine<br>• Web site al umanaa<br>• Gareulis creation, competitions<br>• Nasional arts, science, language, and Islamic education competitions<br>• Competition organizers<br>• Literacy tree |

Source: data processed by researchers, 2022.

Al Umanaa Modern Islamic Boarding School is held as a Boarding School. Through this system, junior high and high school students live in hostel provided by the management in one area with Boarding Schools and School Activities. There is a strength of this Boarding School, namely that teachers of productive age (20-40 years) also live in the same area. Table 2 shows the current condition of the human resources of the Boarding School in managing education and its Boarding School, while table 3 shows information and the ratio of teachers and students.

Table 2. Present Condition

| Kekuatan | Kelemahan | Ancaman | Peluang |
|---|---|---|---|
| • Productive human resources<br>• Available immovable assets available<br>• Available moveable asset<br>• Fairly good management<br>• Have a clear vision and mission<br>• Accountable fund management | • Self-management<br>• Independent<br>• Lack of promotion dan publication | • Competitors<br>• Unsatisfactory service<br>• Government policy<br>• Slum areas<br>• There is no assistance, monitoring and evaluation from the task giver | • Innovate<br>• Compete<br>• Create superior products and services<br>• Build a partnership network on equality<br>• Produce capable graduates<br>• Recruit alumni as staff<br>• Recruit S1 graduates from various disciplines as needed |

Source: data processed by researchers, 2022.

Table 3. Number and ratio of teachers and students for the 2022/2023 school year

| No. | Teachers | | Junior Students | | Senior Students | |
|---|---|---|---|---|---|---|
| | Men | Women | Men | Women | Men | Women |
| 1 | 43 | 32 | 125 | 81 | 106 | 56 |
| | 75 | | 206 | | 162 | |
| | 75 | | 368 | | | |
| TEACHER AND STUDENT RATIO = 1 : 5 | | | | | | |

Source: data processed by researchers, 2022.

## DISCUSSION

### 1. Definition of Islamic Boarding Schools

In term of language, the phrase Islamic boarding school comes from two words, namely "pondok" and "pesantren". The word "pondok" comes from the Arabic فندوق (pronounced: *funduq*) which means inn, hostel or simple shelter for students who are far from their place of origin (Dhofier, 1982: 18; Maskur, 2019), while the word "pesantren" comes from the word "santri" which gets the prefix "pe' and the suffix "an". On another view, Madjid (1997: 19-20) explains that there are two opinions regarding the word "santri". First, saying that the word "santri" comes from the Sanskrit word "sastri" which means literacy. Second, saying that the

word "santri" comes from the Javanese language "cantrik" which means someone who always follows the teacher where the teacher goes to live (Maskur, 2019). Referring to the meaning of the words "pondok" and "pesantren" as described above, it can be defined that "pondok pesantren" is a place or Islamic education institution for students studying Islam. In this article the phrase "pondok pesantren" uses the term "Boarding School".

## 2. The Literacy Tradition of Muslims

The literacy tradition of Indonesian Muslims is centered in Islamic boarding schools. The yellow book (*buku kuning*) is an identity or characteristic for boarding schools that distinguishes it from other educational institutions. Even an educational institution will not be called a boarding school if it does not study the yellow book.

Maskur (2019) states that in general the yellow books are understood as Arabic religious books produced by scholars and other Muslim thinkers, especially those from the Middle East. Islam and Arabic entered Indonesia, then to make it easier for students to study Islam, Indonesian clerics wrote the yellow book in regional languages, such as Malay, Javanese, Sundanese, and other regional languages using Arabic script (Azra, 1999: 111). The yellow book contains Islamic sciences and *fiqh*, written and printed in Arabic or Malay/Javanese/Sundanese using Arabic script (Dahlan, 1999: 950). The primacy of the yellow book in the boarding school world as a textbook, reference, and curriculum (Aly, 2011: 185). Bases on the curriculum, boarding schools are divided into three, namely Traditional Islamic Boarding Schools (*salafiyah*), Modern Islamic Boarding Schools (*khalaf* or *asriyah*), and Comprehensive Islamic Boarding Schools (combination). Islamic Boarding Schools have five elements, namely mosques, cleric (*kyai*), hostel, students, and recitation of the yellow book (*tafaqqul fi al-din*) (Usman, 2013).

## 3. Al Umanaa Islamic Boarding School Strategy

Based on its current strengths, Al Umanaa Modern Islamic Boarding School is optimistic to be able to face challenges, overcome weaknesses, because it has opportunities to develop its institutions, because it has an adequate number of teachers as human resources supported by a management system that allows it to enter various opportunities including in received an assignment from the West Java Provincial Government to implement a literacy culture in line with the vision, mission, and goals to be achieved, namely to make schools an educational organization whose citizens are literate for life through public involvement (Fathonah, 2016; Hayat and Yusuf, 2010: 25) students are formed to become life long learners, and there is a

SLM to increase students' interest in reading, as well as increase good behavior, virtuous character through multiliteracy education. A part from that, it can also create people who have social, emotional and spiritual intelligence (Faradina, 2017; Azimah and Kurniawan, 2019). As for the indicators of success, wherever Al Umanaa students go, they bring books to read. Reading is their daily need. It seems that the Al Umanaa Modern Islamic Boarding School is trying to regrow the literacy tradition from the glories of Islamic boarding schools in previous centuries which are now showing signs of extinction.

Of course, this assignment must be implemented and the results shown to the public and the government to improve the image and introduce the Al Umanaa Modern Islamic Boarding School among Islamic boarding schools and public schools both in Sukabumi Regency-City Area, in West Java Province are and at the national level. This assignment can be an opportunity for the Boarding School to improve human quality and the resources needed by humans, complete learning facilities and infrastructure so that literacy works can continue to be produced and developed in quality.

Since 2016 Al Umanaa Modern Islamic Boarding School has been assigned as a Pioneer of the SLM until now. There has been no action on the part of the assignor to provide structured support, guidance or assistance or monitoring-evaluation so that the boarding school can strengthen its existence as SLM pioneer school conditioned as a trigger and encouragement for looking for forms, setting policies and strategies to realize them in order to provide opportunities for progress for the Boarding School in the future. Therefore, the lodge is trying to strengthen itself to meet the necessary needs.

The strategy that was built and implemented for the assignment as a Pioneer School for the SLM in order to survive made it a pioneer school for the literacy movement even though the assignment later ended, is described in the following sections. The policy taken is to ensure that literacy culture is integrated into language subjects (Indonesian, English, Arabic) which are based on the national curriculum. The next step is to define literacy subjects as local content. The strategy taken is to align these subjects in the practice of speaking skills and the practice of producing students' written works in the form of daily journals, rhymes, poems, short stories, articles, essays, book resumes/synopsis, book reviews, posters, Friday sermon texts, scientific journals, reportage writing. In addition to these products, starting from the 2022/2023 academic years, hostel radio broadcasts will be held. Grade 9 to grade 12 students given the opportunity to practice and deliver broadcasting. Through this broadcasting program, students can practice how to package words, be diplomatic with sentences, try to use polite sentences according to the realm of spoken conversation. This program also train courage, self-confidence and

leadership. This broadcasting activity is part of the implementation of literacy and broadcasting, Indonesian, English, and Arabic.

a. **Learning Strengthening**

The stages used to realize a literacy culture are through **the habituation stage**, **the development stage**, and **the learning stage** (Eriyani, 2020; Suyono et al, 2017). Referring to national provisions, the strategy implemented to realize **the habituation stage**: (a) reading fiction or non-fiction or enrichment books for 15 minutes before class begins, the policies taken by the boarding school, the habit of reading books is carried out after the Maghrib prayer, with the designation 15 minutes of silent reading, held at the Al Umanaa Mosque, done by each group with a maximum 12 students guided by one teacher. Students are given the freedom to choose their own books to read. Reading books can be borrowed from the school library or students' personal books. In the silent reading activity after every Maghrib prayer, each student is required to continue reading the same book until the book has been read page by page from the first page to the last page, (b) for students who have finished reading the previous book then start to read a new book page by page from the first to the last page, as done in part (a) above.

The strategy implemented to realize **the development stage**, namely (a) the Boarding School gives freedom to each student to choose their own enrichment reading material to read. For this reason, the Boarding School requires that each student has at least 2 reading books each semester as mandatory reading, (b) the teacher reads a book or reading material and invites students to listen and respond actively to the reading. The focus of alternative reading aloud activities to understand new vocabulary, (c) how to read silently is done by each in 15 minutes to understand the contents of the reading with the ability how much content can be understood and how many pages can be read in every 15 minutes day.

The strategy applied at **the learning stage** is to assign students to write down as the results of the reading in the form of cultural literacy works. Each student reports the results of reading activities that have been achieved in the form of a resume/synopsis, book review, or presentation material. To improve students' speaking skills, one day in every week is scheduled to speak in English and in Arabic.

b. **Provision of Reading Books**

**Books** are sheets of paper that are bound, contain writing or are blank (KBBI, 2018: 265), are printed information that is published and published with a minimum number of 49 pages excluding bibliography and cover pages (Suwarno, 2011: 59). Book collections are also the

most important element for the creation of a literacy culture in Islamic boarding schools (Maskur, 2019). For this reason, the collection of books is expected to be able to meet the needs of boarding school residents. The availability of an adequate collection of books can motivate students to diligently visit the library and spend time studying the contents of the books they read.

The strategy implemented by the Boarding School to provide and increase the number and variety of reading books is carried out through (1) allocating a budget per semester to purchase textbooks and literacy readings, (2) receiving book grants from alumni, active students, parents, from the community and government agencies and is non-binding, (3) increasing the function of the library as place to read and (4) increasing the number of librarians.

What has not been realized in the implementation of literacy culture is the availability of literacy guidebook and "literacy shop" (*kedai literasi*) as reading places in open land areas. At this time, parents among various parties became the biggest contributor of reading books.

## c. Library Development

Library is a place, building, space provided for the maintenance and use of a collection of books. A collection of books, magazines, and other library materials that are kept for reading, studying, discussing (KBBI, 2018: 1345). There are activities for collecting, processing, and servicing all kinds of information, both printed and recorded in various media, such as books, magazines, newspapers, videos, computers, and others.

Realizing that libraries for Islamic boarding schools in generally in Indonesia have not been a priority, instead of not being found, even if they are available their existence is like the saying "live reluctantly, do not want to die", because, if we look at the condition of libraries in some Islamic Boarding Schools and Public Schools in Indonesia, we will find the condition has not been managed professionally.

Al Umanaa Modern Islamic Boarding School already has a library building. The strategies implemented were (1) providing reading books, (2) providing library facilities and intra structure, such as reading tables, audio rooms, air conditioning, lockers, and so on, (3) increasing the function of libraries as reading places, and (4) increasing the number of librarians. In general, Islamic Boarding Schools and Public Schools need librarians because they have ability and skills to manage the library so they can carry out tasks related to the library (Bafadal, 2001: 174).

## d. Provision of Budget

Al Umanaa Modern Islamic Boarding School was born and raised on the effort of the management or owners and managers so that life and death, development or decline are the full responsibility of the owners and managers. In general, the main source of funding is from the community, namely people who send their children there.

The strategy of this Boarding Schools in carrying out its assignment as one of the Pilot Schools of the SLM in the West Java Region and the first in Sukabumi Regency, is to routinely allocate a budget to meet the needs of a literacy culture from (1) income received from the main business of education, namely funds received from community who send their sons and daughters to school, (2) the catfish pond business to meet the internal needs of the hostel and raw materials for the production of nuggets, (3) processing catfish meat, fish and purebred chicken into ready-to-eat food homemade: in the form of branded nuggets **Quree** and widely marketed, (4) vegetable farming, such as kale, cabbage, mustard greens, casein, long beans, yellow melons, coconuts, and so on to meet the internal needs of the boarding school. In future planning stages, yellow melons will become a market commodity, (5) grants from various agencies and other private institutions are non-binding.

e. **Empowerment of the Academic Community**

The strategy that is no less important and is the backbone of the success of the Boarding School in becoming a Pilot School for the SLM is the teachers and administrative staff. The strategies implemented include, (1) recruiting alumni and S1 graduates not only to meet the needs of fields of study, but also for the needs of boarding school development and boarding school businesses, such as accepting graduates in building engineering, mechanical engineering, general medicine, economics and business, accounting, entrepreneurship, agriculture, and so on, (2) placing S1 graduates and alumni in some sectors to be developed, (3) as a group given the task of fostering one or more activities for students in preparing for various district, provincial level competition opportunities and nationally, (4) the boarding system not only students who are Boarding School but also teachers (age 20-40 years) are provided with accommodation and food needs, while those who are over 40 years old are given the freedom to choose to live in the hostel or outside hostel, so that they focus together with the leadership and management of the Boarding School on building and developing the Boarding School education and business activities which he moved.

Based on the research results, it is known that the teacher : students ratio is (1 : 5). This ratio is not considered ideal so the Boarding School determines the ratio of 1 : 12. This means that one teacher is given the additional task of guiding and being a companion teacher for 12

students. Assignments for one year of education, the following year a rotation of accompanying teachers is carried out, with the task of providing guidance and counseling to 12 students under their guidance, receiving suggestions from students, accepting problems related to all activities while studying and studying and discussing them with the students under their guidance to get solutions. Solutions that are obtained or those that cannot be resolved problems are then brought to the level of the boarding school leadership to get solutions.

### f. Partisipation in Competitions and Activity Programs

Al Umanaa Modern Islamic Boarding School always participates in sending its students to take part in various district, city, provincial and national level competitions or other programs to train discipline, responsibility, independence, sportsmanship, *akhlakul karimah* respecting other people's achievements, and entrepreneurial practice skills as provision life.

Students are included in competitions in Indonesian, Sundanese, Japanese, Arabic, speech contests, storytelling, debates in English, art, science and mathematics competitions. In developing the entrepreneurial spirit of students, the Boarding School participates in the OPOP (*One Pesantren One Product*) program, cultivating catfish and chicken and then processing the meat into smoked catfish, catfish nuggets and chicken nuggets with the **Quree** Brand, under the guidance of the Sukabumi District Industry Office. A part from studying and competing, students are also involved in agribusiness, animal husbandry, cooperative management, cleaning, safety and environmental preservation.

Not only involving students in competitions held by external parties, this Boarding School will also in 2022 start issuing a competition program which in the first stage is held for elementary level students with the name "Al Umanaa Education and Action Degree". Elementary school children are given opportunities and opportunities to be able to channel their potential in 4 clusters of competitions with 14 branches of competition. First, the language family with short story writing competitions, reading poetry, storytelling, and spelling bee. Second, the science family with the eyes of the Science Olympiad, Social Science Olympiad, and Mathematics Olympiad. Third, an art family with an eye for a picture telling contest, and Islamic singing. The fourth, PAI (Islamic education) family with LCC PAI competitions, Little Da'i, MHQ Men, MHQ Women, Calligraphy, *Imla*. This competition is open to elementary school students from grades 4 to grade 6. In 2022, this Boarding School won the championship, namely as the 2nd winner of the Superior Islamic Boarding Schools throughout Java Island and as the 2nd winner of the 2019 OPOP Animal Category.

### g. Other Literacy Development

Al Umanaa Modern Islamic Boarding School carries out internal policies in building and carrying out internal policies in building and carrying out its duties as a Pioneer of the SLM through programs that are planned and implemented. Bearing in mind that literacy culture is more towards reading and writing literacy, the focus of this research boils down to reading and writing literacy. Nonetheless, other literacy, namely numeracy literacy, scientific literacy, digital literacy, financial literacy, as well as cultural literacy and citizenship are also comprehensively examined to find out how far the Boarding School applies it.

### 1. Numerical Literacy

Numerical literacy is not as specifically developed as reading and writing literacy. In the curriculum, numeracy literacy is entrusted to mathematics. But the strategy implemented by the Boarding School for numeracy literacy students is collaborated with entrepreneurial practices, direct practice is carried out managing the "Santri Shop" (*Toko Santri*). Students in grade 8 to 12 receive a schedule for managing the store, arranged in a management structure from the manager to the shop assistant. Grade 8-10 students are placed as waiters and grade 11-12 students as managers. Proof of work of numeracy literacy is manifested in the numbers contained in goods purchase notes, sales notes, and financial reports.

### 2. Scientific Literacy

Scientific literacy is not specifically developed as reading and writing literacy. In the curriculum, scientific literacy is assigned to several subjects, such as mathematics, physics, biology, social sciences, and so on. The strategy implemented by the Boarding School for students to master this literacy is carried out in direct practice by involving students in various science competitions. Students who will take a part in the competition receive training under the guidance and assistance of a team of teachers. Evidence of scientific literacy work is embodied in the trophies from the competition championships.

### 3. Digital Literacy

Digital literacy has not been developed further. This literacy provision is through hands-on practice on how to use internet/Wi Fi network with a modem, looking for reference sources, such as articles and news via a laptop. Meanwhile, this strategy is applied to teachers and students learning information technology using laptops. Evidence of this literacy works includes students being able to make posters, texts to carry out broadcasting assignments on cottage

radio. This radio is still internal, only for the civitas of the Boarding School and the community around the Boarding School, starting to be implemented in the 2022/2023 school year.

### 4. Finansial Literacy

Financial literacy is not specifically developed in the same way as reading and writing literacy. In the curriculum, financial literacy is entrusted to entrepreneurship subjects. The strategy implemented by the Boarding School for students to master literacy is carried out in direct practice, namely (1) the direct practice of making personal financial budgets, (2) managing the "Santri Shop", (3) the practice of preparing business plan proposals. Students in grades 7 to 12 are required to make financial planning and personal financial reports. Students in grades 8 to 12 are tasked with managing a store and compiling financial reports. This literacy, together with reading and writing literacy, scientific literacy, and numeracy literacy, produces financial report and produces business plan proposals that are competed to be implemented and produce a product. Evidence of financial reports and store financial reports, as well as financial reports of other activities formed on a project basis.

### 5. Cultural Literacy and Citizenship

Cultural literacy and citizenship are not as specifically developed as reading and writing literacy. In the curriculum, cultural literacy is entrusted to language, arts and culture subjects, while citizenship is entrusted to civic subjects. The strategy implemented by the Boarding School for students to master literacy is carried out in direct practice, namely by involving students in various science competitions, art competitions, and language competitions. Students who will take a part in the competition receive training under the guidance and assistance of a team of teachers. Evidence of scientific literacy works is manifested in trophies from the competition championships, for example in speech contests in Sundanese, speeches in English and Arabic, art performances.

### g. Challenges Faced

The challenges faced in carrying out the task of being a literacy pioneer school come from the internal environment and the external environment. Challenges from the internal environment of the Boarding School include (1) the background reading ability of junior high school students received from elementary school graduates varies, the ability to understand the reading content of high school students received from junior high school graduate also varies so that it becomes a factor that interferes with fluency as well as a challenge to improve literacy

culture, (2) monitoring carried out by supervising and accompanying teachers on the reading results of the students under their guidance until the books are finished reading requires sufficient time, (3) library has not been able to provide books according to the age of students and students' needs or interests, (4) facilities for literacy activities such as shelves reading in each class and literacy workshops or shops can not be facilitated because budget priorities are still directed at developing key infrastructure, (5) difficulties in subscribing to newspapers, for example The Jakarta Post, because there are not sales representatives in Sukabumi, (6) not enough staff librarians, (7) self-management and independence in advancing without relying on other parties and increasing promotion and publication are part of the challenges that must be found a way out.

Challenges of failure in implementing literacy culture from the external environment. Since being assigned as a literacy pilot school, the Boarding School has not even received guidance from the regional government or assistance from the provincial government, in a structured manner so that it truly becomes a literacy pioneer school that can be used as a pilot project. Finally, the effort to become a literacy pilot school is carried out on the basis of a will and ability to self-manage independently by utilizing operational funds collected from the community.

**CONCLUSION**

Based on the results of research and discussion, Al Umanaa Modern Islamic Boarding School in implementing a literacy culture with a policy of aligning language subjects and literacy subjects in the practice of speaking skills and practice of producing students' written works in the form of daily journal, rhymes, poems, short stories, articles, essays, book resumes/synopsis, book reviews, posters, Friday sermon texts, scientific journal, reportage writing. With the ultimate goal of reading activities become part of the lifestyle of students.

The various strategies implemented to carry out a literacy culture at the Boarding School aim to make students enjoy reading and writing as well as developing listening and speaking skills as competencies that students will have for life. Students are formed to become lifelong learners and reading is conditioned to become students' daily needs. This evidence then motivates parents to become contributors of reading books. Students are fostered to be able to utilize all literacy skills in reading and writing, numeracy literacy, scientific literacy, digital literacy, financial literacy, as well as cultural literacy and citizenship as part of students' life provisions in filling life.

## REFERENCES

Abidin, Y. (2015). *Pembelajaran Multiliterasi*. Bandung: PT Refika Aditama.

Azimah, R dan O. Kurniawan. (2019). Implementasi Gerakan Literasi Sekolah dalam Pembelajaran di Kelas Tinggi. *Jurnal Pendidikan dan Pengajaran*, 3(4), 934-947.

Azra, Azyumardi. (1999). *Pendidikan Islam: Tradisi dan Modernisasi Menuju Milenium Baru*. Jakarta: Logos.

Bafadal, Ibrahim. (2001). *Pengelolaan Perpustakaan Sekolah*. Bandung: Bumi Aksara.

Dahlan, Abdul Aziz. (1999). *Ensiklopedia Hukum Islam III,* cet. II. Jakarta: PT Ichtiar Baru Van Hoeve.

*Dwijayanti,* Cidenty Dea Crismonia Dwijayati dan Laili Etika Rahmawati. (2021). Kendala Literasi Baca Tulis sebagai Implementasi Gerakan Literasi Nasional di SMA Negeri 1 Pangkalan Bun. *Tabasa: Jurnal Bahasa, Sastra Indonesia, dan Pengajarannya* Vol. 2, No. 1, Januari-Juni 2021, 18-32.

Eriyani, Novita Dessy. (2020). Pengaruh Gerakan Literasi Sekolah terhadap Keterampilan Menulis Teks Deskripsi. https://scholar.google.com.

Faradina, N. (2017). Pengaruh Program Gerakan Literasi Sekolah Terhadap Minat Baca Siswa di SD Islam Terpadu Muhammadiyah n-Najah Jatinom Klaten. *Jurnal Hanata Widya*, 6(8), 60-69.

Fathonah, F.S. (2016). Penerapan Model Poe (Predict-Observe-Explain) Untuk Meningkatkan Keterampilan Membaca Pemahaman Siswa Kelas Iv Sekolah Dasar. *Jurnal Pendidikan Guru Sekolah Dasar*, 1(1), 171–178. https://Doi.Org/10.17509/Jpgsd.V1i1.9070.

Hayat, Bahrul dan Suhendra Yusuf. (2010). *Benchmark Internasional Mutu Pendidikan*. Jakarta: Bumi Aksara.

Husaini & Purnomo. (2004). *Metode Penelitian Sosial*. Jakarta: PT Bumi Aksara.

Ilmi, Nurul, Neneng Sri Wulan, dan D Wahyudin. (2021). Gerakan Literasi Sekolah dalam Meningkatkan Minat Baca Siswa Sekolah Dasar. *Jurnal Ilmu Pendidikan* 3(5), 2866 – 2873.

Magdalena, I dan M, Akbar. (2019). Evaluation of The Implementation of The School Literacy Movement in Elementary Schools in The District and City of Tangerang. *International Journal of Multicultural and Multireligious Understanding*. 6(4), 537-543.

Madjid, Nurcholis. (1997). *Bilik-bilik Pesantren: Sebuah Potret Perjalanan*. Jakarta: Paramadina.

Maskur, Abu. (2019). Penguatan Budaya Literasi di Pesantren. IQ (Ilmu Al-quran): *Jurnal Pendidikan Islam*. Volume 2 No. 01.

Nopilda, L dan M. Kristiawan (2018). Gerakan Literasi Sekolah Berbasis Pembelajaran Multiliterasi Sebuah Paradigma Pendidikan Abad ke-21. *Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan*, 3(2), 216-231.

Rumah Literasi Sumenep. (2019). Budaya Literasi dan Literasi Budaya. http://www.rumahliterasisumenep.org/2019/08/budaya-literasi-dan-literasi-budaya.html.

Sudaryanto. (1992). *Metode Linguistik: Ke Arah memahami Metode Linguistik*. Yogyakarta: Gadjah Mada University Press.

Supriatnoko. (2022). Hasil wawancara dengan Direktur Pondok Pesantren Modern Al Umanaa. April.

Suyono, H, Titik Harsiati dan Ika Sari Wulandari (2017). Implementasi Gerakan Literasi Sekolah pada Sekolah Dasar. *Jurnal Sekolah Dasar, Kajian Teori dan Praktik Pendidikan*, 26(2), 116-123.

Usman, Muhammad Idris. (2019). Pesantren Sebagai Lembaga Pendidikan Islam (Sejarah Lahir, Sistem Pendidikan, Dan Perkembangannya Masa Kini)**.** Al-Hikmah: *Journal for Religious Studies*. Vol. 14 No. 1.