

Rethinking Education For Sustainable Development In A Management Literacy Context At Pesantren Al-Ishlah, Lamongan

Westi Wiliyana Sari¹, Istikomah²
Universitas Muhammadiyah Sidoarjo^{1,2}

Abstract: The world of education is currently experiencing increasingly rapid development, along with the rapid growth of society. Unfortunately, at this time, education in Pesantren has a relatively low ranking compared to other schools in terms of the education system. One of them is the influence of lack of literacy or interest in reading on students, and the ability to critically thinking is still low. This study aims to improve the quality of Islamic literacy by strengthening the culture of reading and writing interest for Islamic boarding school students at Pesantren Al-Ishlah, Lamongan. This study uses a qualitative research type of case study at Pesantren Al-Ishlah. The theory used is Maslow's hierarchy theory from Abraham Maslow to describe and explain the causes of motivational actions for students in reading and writing interests. Therefore, a research approach that is interrelated between students and administrators literacy is needed so that the researcher will use a sociological approach. Data collection techniques used are observation, interviews, and documentation. The novelty of this study are that improving the quality of literacy culture in pesantren were carried out through; 1) Literary Community Network (LCN) development, 2) learning evaluation, 3) cultural orientation in Pesantren, 4) providing library and e-library facilities, 5) Local Culture Text Rich Environment, and 6) Supervision in Creating a Literacy Culture in Pesantren Al-Islah. The findings of this study have implications for literacy culture that must be managed in such a way as to achieve the desired goals.

Keywords: Management Literacy, Pesantren, Education. Literacy Culture.

I. INTRODUCTION

The world of education is currently experiencing increasingly rapid development, along with the rapid growth of society. As a result, various demands for educational progress and innovation have emerged following the community's and times' needs and demands. Therefore, professional education management is a mandatory requirement and must be taken in the educational process to obtain maximum results (Rozi 2020). Therefore, education related to planning, processes, and reporting is a study that must and continues to be explored more deeply. Improving the quality of education is also associated with the quality of the people involved in it. Furthermore, human resources are essential because learning will be more meaningful if these elements have high intelligence and knowledge (A.Teeuw 1994).

Mastery of literacy is an important thing needed to participate in the 21st century. This is by the three skills that must be mastered by the 21st-century generation: competence, character and literacy (Fatimah and Kartikasari 2018). The issue of literacy is still exciting to discuss, including in public schools, private schools and Pondok Pesantren. Unfortunately, at this time, education in Indonesia has a relatively low ranking compared to other countries in terms of the education system. One of them is the influence of lack of literacy or interest in reading on students, and the ability to critical thinking is still low (Azmi Rizky Anisa, Ala Aprilia Ipongkarti 2021).

Reading is a storehouse of knowledge or a window to the world. Because by reading a lot, we can find out many things that we didn't know before. The more we diligently read, we can be sure that we will know more and more (Utomo 2020). This means that if a person has a lot of knowledge, then that knowledge will unconsciously help him do many things that he had not mastered before. Several factors also cause the influence of low interest in reading or literacy in Indonesia. Several factors also cause the influence of low interest in reading or literacy in Indonesia. The first factor has not implemented the reading culture instilled early on. Second, access to educational facilities has not been evenly distributed, and the quality of educational facilities is minimal. Third, reading materials to improve literacy are very poor due to the production of new books or works in Islamic boarding schools. Fourth, excessive euphoria or hobbies towards social media in the community and no mentoring practices are very lacking (Muhdi 2020).

As an Islamic educational institution developing today with all its uniqueness, Pesantren aims to produce students who know both religious and general knowledge and have noble character (Syuhud 2019). Pondok Pesantren, apart from being the first Islamic educational institution in Indonesia, also has its own goals in its educational environment, including studying, understanding, exploring, appreciating and practising and implementing Islamic teachings, emphasizing the importance of good morals and civilized character regarding religion as a guideline or grip in everyday behaviour (Baharun and Jennah 2019). Pesantren is one of the first educational institutions to be present in Indonesia; Pesantren has given birth to and shaped the nation's future golden generations and was able to carve gold ink in the history of the Indonesian nation. In addition, Pondok Pesantren are not only institutions for seeking knowledge but also places for training and character building so that they are embedded in students (Shofiyyah, Ali, and Sastraatmadja 2019).

Pesantren Al-Islah is an Islamic educational institution in Lamongan. His presence has significantly influenced the survival of the Indonesian people, especially Muslims in Indonesia. Now, this pesantren is a place of learning for thousands of students. Not only from Lamongan and its surroundings but also from outside East Java. From the level of junior high school, *Aliyah*, to college institutions, namely the College of Al-Quran and Science (Al-Ishlah 2012). KH. Muhammad Dawam Saleh in management is also evident from the expert and professional educators and education staff owned by the Pesantren Al-Ishlah Sendangagung so that it can create competent and competitive students, which can be seen from the academic and non-academic achievements achieved by his students. Additionally, the output of the Pesantren Al-Ishlah is always accepted at famous universities with favourite majors. Moreover, after graduating from college, the students immediately got skilled jobs. This is because the institution's full attention to its students is carried out intensively for its students who are interested in continuing to college (Maratus Sholihah 2019).

The issue of literacy is still a fascinating issue to be discussed, including among Pesantren Al-Ishlah, considering that currently, the reading and writing culture, which is characteristic of pesantren, is experiencing a decline. One of the reasons for this setback is the advancement of technology and information. The positive impact of advances in technology and information for Islamic boarding schools is that it is easy for Pesantren Al-Ishlah to find learning resources or Islamic literature needed by accessing the internet quickly and cheaply. However, in addition to providing this positive impact, advances in technology and information also harm the sustainability of literacy in Pesantren, namely the laziness of Pondok Pesantren to read and even more to write, even though these two things are the typical traditions of Pondok Pesantren (Maskur 2019).

Thus, in this paper, the author will discuss the importance of strengthening literacy culture for Islamic boarding schools whose aim is to provide an understanding that literacy culture is essential for the sustainability of Islamic boarding schools, namely improving the quality of Islamic boarding schools in order to realize Islamic boarding schools as literacy centres. In addition, the Santri of the Pesantren Al-Ishlah is also motivated by the caregivers of the Pesantren Al-Ishlah, who are literacy activists—judging from the biography of the caretaker of the Pesantren Al-Ishlah, who is a poet and also has many books including the title "*Selemba Daun Guru Impian*", "*Pohon tak Berkah*", and other works so that there are many students and alumni who are very intense in writing activities. Writing, both in electronic and print media. Many talented students in writing, both in local and national newspapers and magazines, are also productive with their popular and contemporary books.

II. METHOD

The objective of this research was to investigate the strengthening of education literacy in Pesantren Al-Ishlah in the Lamongan of East Java. To find out why this happened, a contextually comprehensive view of the literacy culture of students in Pesantren Al-Ishlah in the Lamongan of East Java is needed. The target is rethinking education for sustainable development in a management literacy context culture of students in Pesantren.

The qualitative descriptive method is the method used in this study. This study is carried out by combining primary and secondary data (John W. Creswell 2017), collecting data on phenomena that have observations, surveying the existing conditions in the field, and interpreting them by various existing methods. Primary data collection is carried out by referring to public space theory in a management literacy context culture of students in Pesantren Al-Ishlah.

Primary data is obtained in interviews, field observations, documentation books, journals, and articles related to in a management literacy context culture of students in Pesantren Al-Ishlah. This study also using Phenomenological analysis is based on discussions and reflections of direct sense perception and experiences of the researched phenomenon (J.A. Smith, P. Flowers 2009). Data collection is also carried out with a scientific approach to qualitative data from research participants using techniques such as interview, diaries, documentation and focus discussion group. Typically, these are approached from a position of flexible and open-ended inquiry, and the interviewer adopts a stance that is curious and facilitative (rather than, say, challenging and interrogative). It requires that these accounts be captured in a way that permits the researcher to work with a detailed verbatim transcript (Michael Larkin, Simon Watts 2006).

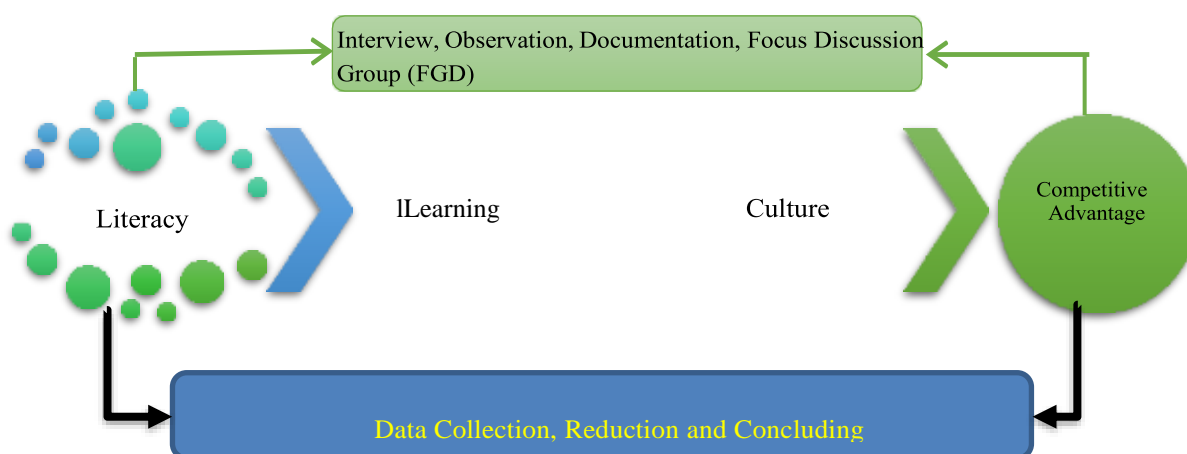


Figure 1: Research Design

III. FINDINGS AND DISCUSSION

A. Enhancement Pesantren Al-Ishlah Competitiveness Through in Creating Literacy Culture

In order to develop a programme that runs as planned, it is necessary to analyse and research the necessary prerequisites. There are many management activities, one of which is developing and regulating, shaping students' character through daily habituation activities (Fadillah and Istikomah 2021). This habituation activity aims to form positive habits and is embedded in the personality of students. For example, literacy culture has a positive impact on students, reading often can increase students' insight into learning, and writing habits can improve students' abilities in writing and assembling words (Luthfi Afif Al Azhari 2018).

Literacy culture at Pesantren Al-Ishlah has been running since the founding of the cottage. Literacy has been taught starting from simple to written work because the leader of Pesantren Al-Ishlah is a literacy activist, especially with his poems and works of poetry. In addition, Pesantren Al-Ishlah has the title of a boarding school that drives a literacy culture. The results seen today must be accompanied by careful planning and thinking about the effectiveness and efficiency of the activity. Before literacy

activities are carried out, the management of students must first prepare a plan so that literacy culture activities can achieve their goals.

Before commencing learning, preparation and planning must be evaluated to make it easier for teachers to give lessons. The outcomes of practice can be utilised as a basis for planning and steering conceived learning to make it more successful for students' learning (Astuti, Muslim, and Bramasta 2020). Learning objectives are basic expectations, namely what is expected of students due to learning. In addition, learning also emphasizes the modern pedagogic dimension in learning, namely, using a scientific approach. In a learning literacy culture, the activities to make learning meaningful are observing, trying, asking, reasoning, presenting and writing (Rahmi Fuadi, Rahmah Johar 2016).

Planning is one of the essential things that need to be made for every business in order to achieve a goal. Because often, the implementation of an activity will have difficulty achieving goals without planning. These difficulties can be in the form of deviations from the direction of the goal, or there is a waste of capital which fails all activities in achieving a goal. Therefore, plans must be made so that all actions are directed and focused on achieving goals (Marno 2013; Ibnu Miskawaih 1398). According to Gorton, planning is preparing a set of decisions for future actions (Richard A. Gorton 1976).

The planning category applied by Pesantren Al-Ishlah is comprehensive planning, namely planning activities as a whole rather than a business that includes internal and external factors. Because of the need to plan for a plan, prepare for a promising future and consider obstacles to overcome problems (Marno 2013). For Pesantren Al-Ishlah to be at the forefront of developing a literacy culture, Beers, in his book "A Principal's Guide to Literacy Instruction", conveys several strategies to create a positive literacy culture in schools (Carol S. Beers, James W. Beers 2009). Conditioning a literacy-friendly physical environment the physical environment is the first thing that pesantren residents see and feel. Therefore, the physical environment needs to look friendly and conducive to learning. Islamic boarding schools that support the development of a literacy culture should display students' work in all areas of the pesantren, including corridors, principals' and teachers' offices. In addition, student work is replaced regularly to provide opportunities for all students. In addition, students can access books and other reading materials in the Reading Corner in all classrooms, offices, and other areas of the pesantren. The leadership room displays of students' work will give a positive impression of the pesantren's commitment to developing a literacy culture.

In addition, they were striving for a social and affective environment as a literate communication and interaction model. The social and affective environment is built through a model of communication and interaction of all components of the pesantren. This can be developed by recognizing the achievements of students throughout the year. Awards can be given during the flag ceremony every week to appreciate students' progress. Achievements are appreciated not only academically but also by the attitudes and efforts of students. Thus, every student has the opportunity to get an award in a pesantren environment. In addition, literacy is expected to color all essential celebrations throughout the school year. This can be realized in book festivals, poster competitions, writing Insha' (Arabic), storybook character carnivals, poetry, and test tubes. The leadership of the Al-Ishlah Islamic Boarding School should play an active role in mobilizing literacy, among others, by building a collaborative culture between teachers and education staff. Thus, everyone can be involved according to their respective expertise. The role of parents as volunteers for the literacy movement will further strengthen the commitment of pesantren to developing a literacy culture (Carol S. Beers, James W. Beers 2009).

The literacy tradition of Indonesian Muslims, especially among Islamic boarding schools, is deeply rooted; the literacy tradition is the yellow book. Therefore, although for the pesantren, the term *Kitab Kuning* is not foreign, an identity that distinguishes it from other educational institutions, it can even be said that an educational institution cannot be called a pesantren if it does not study the yellow book (Maskur 2019). Even Azyumardi Azra added that the yellow book does use not only Arabic but also local (regional) languages, such as Malay, Javanese, and other local languages in Indonesia using Arabic script. Thus, apart from being written by Middle Eastern scholars, it was also written by Indonesian scholars (Azyumardi Azra 1999, 111).

To support the ability of teachers and staff, they need to be allowed to participate in education staff training programs to increase understanding of literacy programs, their implementation, and their

implementation (Muhith 2019). Therefore, Pesantren Al-Ishlah, to support the ability of clerics, teachers, and staff, they need to be allowed to participate in education staff training programs to increase understanding of literacy programs, their implementation, and their implementation. Among the performances that have been running, activities at Pesantren Al-Ishlah often involve *Asatidz wa Ustadzat*, teachers, staff, and students. In addition, students are also given a place to appreciate their work, starting from the simple existence of a wall magazine in each room, and in each class that must be filled in, the presence of Al-Ishlah news, Al-Ishlah magazine, and Al-Ishlah publishers who facilitate the publication of the students' works (Rana Rafidhah 2022).

Furthermore, in addition to the above activities, Pesantren Al-Ishlah has honed digital literacy skills in the educational aspect by increasing the ability to access and use various digital sources of knowledge such as e-books, e-papers, e-journals and operating a variety of computer software (Muhamad Abdul Manan and Mahmudi Bajuri 2020). Literacy activities. The transition of religious texts from print to digital software (Software) such as *Maktabah Syamila*, *Maktabah At Tafasir*, *I-waris*, and the like will help the learning process and accelerate comprehensive understanding (Rana Rafidhah 2022). A framework of thinking is needed to improve the students' understanding of Pesantren Al-Ishlah to become good readers. Each child will meet with someone directly, indirectly, or periodically to document their ideas about reading. So to achieve an increase in reading interest or good literacy at Al-Ishlah Islamic Boarding School, a very comprehensive role is needed from *Asatidz wa Ustadzat*, teachers, and their staff who are directly involved in student activities (Robhitoh Islami 2022).

Santri is accustomed to reading from various sources of information and accessing important information from electronic media (Good, Bourne, and Drake 2020). In addition, students are directed to follow the development of civilization that is happening factually. Therefore, in developing a literacy culture in pesantren, it is necessary to prepare planning, implementation, and evaluation that lead to literacy. Literacy planning activities built by Pesantren Al-Ishlah are skills not limited to describing a set of skills through reading and writing or listening and public speaking, but a skill to access, understand, and use information intelligently to produce literacy products (Robhitoh Islami 2022).

B. Implementation of Literacy Culture Programs at Pesantren Al-Ishlah

Reading is a very important activity for anyone, especially in Pondok Pesantren. Reading can bring a person to the goals he wants because reading, in addition to increasing one's insight and knowledge, can also develop creativity and appreciation in life throughout his life. Therefore, interest in reading must continue to be developed, especially in Islamic boarding schools. Bestseller writer Bud Gardner once said, "when you speak, your words echo only across the room, or down the hall. But when you write, your words echo down the ages." (Bud Gardner, Jack Canfield 2000, 331). What we dream may be lost, what we say may be destroyed, what we do very likely will not be left. However nevertheless, what we write, will be eternal and historical in life and life (Tirto Adi MP (Sahabat Pena Kita) 2019, 112).

Conceptually, literacy is more than just reading and writing. Literacy includes thinking skills using print, visual, digital, and auditory knowledge sources. In this modern era, it is referred to as information literacy as Margaret Clay Ferguson describe that the component of information literacy consists of *First* early literacy, namely the ability to listen, understand spoken language, and communicate through images and speech formed by the experience of interacting with the social environment at home. *Second*, basic literacy is the ability to listen, speak, read, write, and count related to analytical skills for calculating, perceiving information, communicating, and drawing information based on personal understanding and conclusion. *Third*, library literacy, namely the ability to understand how to distinguish fiction and non-fiction reading, to use reference and periodical collections, to understand the Dewey Decimal System, to use catalogs and indexes, to know understanding information when completing an article, research, work, or solving problems. *Fourth*, media literacy, namely the ability to know various forms of different media such as print media, electronic media (radio media, television media), and digital media (internet media), and understand the purpose of their use. *Fifth*, technology literacy is the ability to understand the completeness that follows technology, such as hardware, software, and ethics and etiquette in using technology—the

ability to understand technology for printing, presenting, and accessing the internet. *Sixth*, visual literacy is an advanced understanding between media literacy and technological literacy by critically and with dignity utilizing visual and audio-visual materials (Ferguson 2011).

Considering *bil-qolam da'wah* or writing in the modern era, 5.0 is now very much needed either through writing in manual mass media such as newspapers, bulletins, magazines, and others, or online media such as social media from Facebook, Instagram, Whatsapp, and others. And so on, it is necessary to provide skills and writing skills. To support this, literacy must also be improved by involving *asatidz wa ustadz*, teachers, and students (Masruri Abd. Muhit (Sahabat Pena Kita) 2019, 60). Then, for the sake of Pesantren Al-Ishlah in the modern era or 5.0, it seeks to equip students who incidentally are prospective scholars and intellectuals, especially those who are adults and will finish their studies or the final students of Pesantren Al-Ishlah. So Pesantren Al-Ishlah endeavors to jump-start the students' enthusiasm for learning through the literacy culture at the Pondok Pesantren, namely; *first*, the Literary Community Network (LCN) activity. Students carry out this activity to increase the spirit of literacy culture through poetry, literature, writing short stories, and public speaking (Robhitoh Islami 2022).

LCN (Literary Community Network) activities aim to optimize students who have less interest in reading and are lazy to write. In addition, the LCN activity is to attract students' attention in the field of reading and writing and can create a new *ghiroh* or spirit that is embedded in the students. Furthermore, the LCN activities have several kinds of activities so that the students who follow do not feel bored or bored. As for the various activities of this LCN, namely lectures, games, and practice. Of the various LCN activities, once a year, a literacy festival competition is held for Pesantren Al-Ishlah students. Then the literacy festival competition activities make students more enthusiastic about participating in the literacy festival and are one of the means of developing one's intelligence (Robhitoh Islami 2022). LCN activities are also a benchmark for learning at Pondok Pesantren Al-Ishlah, Lamongan, because this activity makes students more enthusiastic and enthusiastic in cultivating reading and writing. This is evidenced by the activities held by Pesantren Al-Ishlah to improve literacy through games, competitions, and festivals.

Second, study group activities can help clarify students' thinking in learning. This activity is also supported by the daily management of Pondok Pesantren, namely the OPPI (Al-Ishlah Student Organization) both at the SMP (Junior High School) and MA (Madrasah Aliyah) levels. In addition, this activity also involves STIQSI (College of Al-Quran and Al-Ishlah Science) universities in improving the literacy culture of students (Robhitoh Islami 2022).

Third, cultural orientation is an activity containing an introduction to a habit that must be carried out by students, both inside and outside the pesantren. The cultural orientation includes teaching activities that discuss the importance of reading and writing for students from a cultural perspective, which aims to provide awareness to students about the importance of reading and writing. Through this culture, it is hoped that students will have the interest and desire to continue reading and writing whenever and wherever not limited by space and time (Rana Rafidhah 2022).

Fourth, after carrying out learning groupings and cultural orientation, the management at Pondok Pesantren Al-Ishlah, Lamongan, also provides adequate learning facilities. One of the facilities provided at Pesantren Al-Ishlah Islamic is a library and e-library. The provision of these facilities is a must-have facility for Pesantren Al-Ishlah, Lamongan, so that students can open up world knowledge or literacy, as outlined in the Qur'an, namely *Iqro'*. The library or e-library is a necessary part of a learning or learning activity so that students can develop their knowledge both in reading and writing (Rana Rafidhah 2022).

Fifth, the evaluation is carried out in a planned and systematic way to monitor and see the program's success that the Al-Ishlah Islamic Boarding School has carried out. Based on its function, learning evaluation can provide information about the learning activities that have been carried out, especially about the development of the literacy culture of students, which are aimed at making improvements and further quality improvements (Robhitoh Islami 2022).

The literacy culture developed by Pesantren Al-Ishlah does aim at practicing critical thinking habits accompanied by the process of reading and writing. In the end, these activities will create a work of literacy (Mursalim 2017). A culture of critical and creative attitude towards various events or life events by itself in demanding personal skills that are always focused on analytical thinking skills.

Analytical thinking skills always prioritize the skills to explore and seek information and find information. This is at the forefront so that the literacy culture is maintained so students can think critically and innovatively (Sari and Pujiono 2017).

The literacy culture held by Pesantren Al-Ishlah does expect to jump-start students' enthusiasm to study in Islamic boarding schools. In education, enthusiasm is part of motivation as a person's strength that can create or create a level of persistence and enthusiasm in carrying out an activity, or motivation is a skill that must be embedded in someone who wants to interact with others (Mustofa Abu Sa'id 2017, 116). Because during the learning process or wanting to learn more actively, high motivation is needed because someone who does not engage in learning motivation will not create a good learning activity (Baharun and Rizqiyah 2020).

Maslow's Hierarchy of Needs theory is a psychological theory that is useful for triggering the emergence of motivation in an individual to meet daily needs. According to Maslow, every individual has needs that are arranged hierarchically from the most basic level to the highest level. There are 5 (five) groups of needs expressed by Abraham Maslow, namely: Physiological Needs, Safety Needs, Social Needs, Esteem Needs, and Self-Actualization Needs (Maslow 1943). The following hierarchy of needs does describe in the pyramid chart of Maslow's hierarchy theory.



Gambar 2: Teori Piramida Hirarki Abraham Maslow

One of the factors that determine the progress and decline of a literacy culture is the existence of human resources. Humans can make literacy culture effective, and design all literacy supports, to produce quality written products because human resources are the key that drives the wheel of literacy culture so that it can run dynamically (Muhibbin and Marfuatun 2020). Abraham Maslow also added another opinion, namely, that in reaching the next level of need, a person could use the power of motivation to push them to reach the next level. The basis used by an individual in meeting their needs, namely deficiency growth as a deficiency and motivation growth as developmental motivation. It means that deficiency growth is an effort made by individuals to fulfil their deficiencies. Then motivation growth is defined as motivation that naturally arises from within the individual and is helpful to make an individual more enthusiastic in achieving their desires and goals (Maslow 1943).

So, the motivation to learn in Islamic boarding schools that are directly from the students themselves (intrinsic) is motivation growth in the form of encouragement that causes the students to learn discipline and *ikhtiyar* (communicate directly with the creator). At the same time, those that are encouraged from outside the students themselves. Such as a warning from the administrator or *asatidz wa ustadz* and an emphasis on the regulations of the pesantren and the rules of the pesantren at Pesantren Al-Ishlah, Lamongan.

C. Supporting Factors for the Implementation of Literacy Culture at Pesantren Al-Ishlah

Several factors support Pondok Pesantren Al-Ishlah's efforts to improve students' literacy through several appropriate strategies to instil awareness that we can get clear, accurate and logical information by reading. Optimising the role of libraries is also one way to increase literacy at Pesantren Al-Ishlah because libraries are essential to the movement and literacy culture. Intelligent

and successful senior santri volunteers can also socialise about the importance of reading fondness for daily life as a tangible manifestation of the success of reading appreciation.

Local Culture Text Rich Environment

Creating literacy based on indigenous knowledge produces an environment rich in indigenous cultural texts. Text-rich resources are available in classrooms, offices, libraries, dormitories, kitchens, and other places where students spend a lot of time in order to build a culture of literacy and spread knowledge of local culture. Robhitoh Islami conveys the local cultural texts in question, such as writings, pictures, or posters that raise local cultural wisdom in Pesantren, for example, wall magazines for each room, and for each class that must be filled in, the existence of al-Ishlah news, al-Ishlah magazine, and al-Ishlah publishers who facilitate the publication of the works of students (Robhitoh Islami 2022).

Robhitoh Islami emphasized that to support the success of the literacy movement based on local wisdom, the creation of a text-rich environment not only in schools but also in the external environment, such as Pesantren Al-Ishlah language center is under the management of the OPPI (Al-Ishlah Islamic Boarding School Student Organization), as well as involving Pesantren Al-Ishlah and Language Departement Centre (LDC) STIQSI, Lamongan. Therefore, the Pesantren Al-Ishlah cooperates with the internal organizations and the *Asatidz wa ustadzat* to work hand in hand in the school program's success, namely Pesantren Al-Ishlah-based literacy culture (Robhitoh Islami 2022).

Students can read and understand through pictures, texts, videos, and miniatures at school and dormitory by creating an environment rich in cultural literacy. As a result, it is easier for children to absorb literacy learning. Moreover, there is a point plus in this activity because a child not only understands literacy but also recognizes their respective literacy Pesantren and digital literacy era.

Pesantren Al-Ishlah Library Development

In general, the library has a meaning as a place in which there are activities for gathering, processing, and disseminating (services) all kinds of information, both printed and recorded in various media such as books, magazines, newspapers, films, cassettes, tape recorders, videos, computers, etc. All collections of information sources are arranged according to a specific system and are used for learning purposes through reading and seeking information for all people who need it (Pawit M. Suhendar & Yahya Suhendar 2005, 1).

Almost every Islamic boarding school does not have a library; even if there is, the condition is very poor, even though the library is the heart of educational institutions, including Islamic boarding schools. Caliph Al-Ma'mun from the Abbasid dynasty in 318 H (Maskur 2019). Thus, the Al-Ishlah Islamic Boarding School always motivates all its students to take the time to visit the library, which is part of the Pesantren facilities. Thus, to realize a literacy culture in Islamic boarding schools, the first thing that needs to be developed is the existence of libraries that are up to date, neat, clean, comfortable, and cool, and have complete facilities to attract interest among Islamic boarding schools (Rana Rafidhah 2022).

Supervision in Creating a Literacy Culture in Pesantren Al-Islah

Supervision of the students, in this case, is very simple. From the mobilization of *Asatidz wa Ustadzat*, teachers also become supervisors and controllers simultaneously (Haris, Haryanto, and Oktafia 2020). Supervision is carried out by Islamic boarding school leaders, high school and junior high school principals, literacy teams, teachers, librarians, and students. Controlling or supervision and control is an effort to assess and make corrections to work towards a better goal (Saefullah 2014, 42). The literacy team assigned to the OPPI management of the Al-Ishlah Islamic Boarding School and several *Asatidz* served as the main supervisors in these literacy activities. *Asatidz wa Ustadzat* Pesantren Al-Ishlah and the teacher are also the next supervisors. Supervision of *Asatidz wa Ustadzat* is carried out in and outside the classroom; this allows students to be orderly in literacy so that the atmosphere is calm and allows them to concentrate when reading. Librarians act as supervisors when students read in the library. Supervision here is to regulate the teaching and learning process. The learning process must be conducive, help students who have difficulty understanding and doing assignments, and conduct research (Chomandi dan Salamah 2018, 71).

In this case, the literacy applied in pesantren must be able to adapt to the learning process. The leadership of the Islamic Boarding School is also the backbone of supervision, meaning that the literacy team is the one who carries out the literacy movement. Still, the head of the Language and Literacy Development Section is the final task and coordinating everything. In this case, the Head of the Literacy and Language Development Section is the center of questions and responsibility for the literacy program. As for other supervision, there is a wall magazine in each room, and in each class that must be filled, the existence of al-Ishlah news, al-ishlah magazine, and al-Ishlah publishers who facilitate the publication of the works of students (Rana Rafidhah 2022). These works can be in the form of literacy or writing that is read daily. It is important and must be noted that speaking literacy is not only about reading and writing but also how to educate students to be independent (Gol A. Gong & Agus M. Irkham 2012, 94).

The literacy culture built in the pesantren is always a reference to shape the students' souls to be strong in all conditions. So, it is proper that the supervision and control of literacy initiated by the pesantren is guarded seriously. So with directed supervision, students can benefit from reading activities anytime and anywhere in the pesantren. Moreover, the ability to think critically is necessary in facing the challenges of the times and the progress of science and technology.

IV. CONCLUSION

Improving the literacy culture of students at Pondok Pesantren Al-Ishlah, Lamongan, can be built either through a literacy culture that is carried out in a planned, systematic manner by involving the components of the pesantren. In addition, Pesantren Al-Ishlah leadership is a literacy activist, especially with his poems, and has produced his literary works. The Literacy Program at Pesantren Al-Ishlah is the Literary Community Network (LCN) conducted by the boarding school management with the *asatidz wa ustadzah* in motivating students, which is considered very effective because it can instill motivation to learn at the right time, coupled with group division—learning for students to interact with each other and share opinions with their friends, as well as a new positive culture for the scientific development of students, especially literacy culture. In addition, adequate facilities and infrastructure contribute significantly to the motivation of students to learn. Coupled with the evaluation carried out by the pesantren and all *asatidz wa ustadzah* related to student learning and literacy culture.

The results of this study certainly cannot be generalized to all existing Islamic boarding schools or Pondok Pesantren, but this is only devoted to the research locus mentioned above. The novelty of this study are that improving the quality of literacy culture in pesantren were carried out through; 1) Literary Community Network (LCN) development, 2) learning evaluation, 3) cultural orientation in Pesantren, 4) providing library and e-library facilities, 5) Local Culture Text Rich Environment, and 6) Supervision in Creating a Literacy Culture in Pesantren Al-Islah. The findings of this study have implications for literacy culture that must be managed in such a way as to achieve the desired goals. In addition, the results of this study only serve as a trigger for the birth of new research on the world of Islamic boarding school education. Therefore, Islamic boarding schools should be more innovative and creative in improving the literacy culture of students so that learning objectives in Islamic boarding schools can be achieved optimally.

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