ISLAMIC LITERACY IN LEARNING MANAGEMENT IN ELEMENTARY SCHOOLS: APPROACH AND IMPLEMENTATION

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Abstract:

Literacy encompasses more than just the ability to read and write; it also includes critical and analytical thinking skills in understanding information. In Islamic education, literacy-based learning management serves as an essential solution for improving the quality of learning. This approach integrates Islamic values with literacy skills, enabling students not only to comprehend religious knowledge but also to apply these values in their daily lives. This study aims to analyze literacy-based learning management strategies in Islamic education at the elementary school level, as well as to identify the supporting and inhibiting factors. The research is expected to contribute to the development of a contextual and innovative Islamic education model. It employs a literature review method to examine the concept of literacy-based learning management within Islamic education at the primary school level. The findings reveal that literacy-based learning management in Islamic Education plays a significant role in enhancing students' reading and writing interest. Islamic literacy not only sharpens reading and writing skills but also aids students in internalizing the moral and spiritual values embedded in Islamic texts. The improvement of literacy skills strengthens students' ability to analyze, formulate ideas, and apply insights to real-life situations. Moreover, Islamic literacy contributes to character development in students, fostering traits such as honesty, responsibility, and empathy. Teachers' support in integrating literacy through relevant reading materials and active learning methods is vital in creating meaningful learning experiences. Therefore, literacy strategies rooted in Islamic education can serve as a strong foundation for shaping intelligent and morally upright Muslim generations.

Keywords: *Learning Management, Islamic Education, Literacy, Elementary School, Character, Islamic Values*

INTRODUCTION

Islamic education plays a strategic role in shaping students' character and intelligence from an early age, including at the elementary school level. In the increasingly advanced digital era, literacy has become an essential competency that every individual must master to face global challenges (Roskina Mas et al., 2019). Literacy not only includes the ability to read and write but also involves critical thinking, analytical skills, and a deep understanding of various types of information (Izzudin Hitimala, 2024). In this context, literacy-based learning management in Islamic education offers a relevant solution to improve the

quality of learning. This approach allows for the integration of Islamic values with the development of literacy skills, enabling students not only to comprehend religious knowledge but also to apply these values in their daily lives. This study aims to analyze the strategies of literacy-based learning management in Islamic education at the elementary school level and to identify its supporting and inhibiting factors. Thus, the research is expected to contribute to the development of a contextual and innovative Islamic education model.

The importance of literacy-based education has become one of the main focuses in national education policy (Alviyah et al., 2019). Strong literacy skills facilitate students in understanding various subjects, including Islamic education, which often requires a deep comprehension of texts. Unfortunately, based on several international surveys, students' literacy levels in Indonesia remain relatively low (Suparya et al., 2022). This highlights the need for strategic efforts to improve the learning system, especially in Islamic education, in order to enhance students' literacy skills from an early age.

Effective learning management is one of the key factors in successfully integrating Islamic educational values with literacy (Feisyal et al., 2020). This includes planning, implementation, and evaluation processes that are systematically designed. Teachers, as the central figures in the learning process, play a crucial role in applying effective strategies (Mustofa et al., 2024). In the context of Islamic education, a literacy-based approach can be implemented through the development of engaging teaching materials, the use of digital technology, and by encouraging active interaction between teachers and students (Faqihuddin et al., 2023).

In addition, the school environment and parental support are also vital elements in developing students' literacy. Schools that provide supporting facilities such as libraries, reading corners, and access to technology help motivate students to enhance their literacy (Salsabila et al., 2023). On the other hand, parental involvement at home significantly influences the cultivation of a reading culture and critical discussions. With strong collaboration between schools, teachers, and parents, strengthening literacy within Islamic education can be achieved more effectively.

This study will use a qualitative approach with a literature review method to gain a comprehensive overview of the implementation of literacy-based learning management at the elementary level (Triandini et al., n.d.). The research will focus on the strategies used, the challenges faced, and the impact of such approaches on improving students' literacy. The results of this study are expected to serve as a reference for schools, teachers, and relevant stakeholders in designing Islamic learning models that are adaptive, innovative, and aligned with contemporary needs.

RESEARCH METHODS

This study employs a literature review method (library research) to analyze and interpret the concept of literacy-based learning management in Islamic education at the elementary school level. This method involves collecting data from various written sources such as books, scholarly journals, articles, research reports, and official documents relevant to the research topic (Triandini et al., n.d.). The literature review approach is chosen because it enables the researcher to explore theories, principles, and practices of literacy-based learning management that have been previously examined by experts. The research process begins with the identification and selection of relevant literature through

a systematic search in various academic databases and digital libraries (Triandini et al., n.d.). Inclusion criteria include publications discussing Islamic education, literacy, learning management, and elementary school learning contexts. The collected data are then analyzed descriptively using a qualitative approach to gain an in-depth understanding of the implementation of the concept.

In its analysis, this study adopts content analysis techniques to organize and interpret the data. Each piece of information obtained is classified according to themes or categories related to the research objectives, such as literacy-based learning strategies, the role of teachers, school environment support, and the challenges encountered (Tenopir, 2003). This technique helps in identifying patterns, relationships, and the contribution of the literature to the development of the concept under study. The results of this literature review will be used to construct a conceptual framework that can serve as a reference for understanding the implementation of literacy-based learning management in Islamic education at the elementary level. Therefore, this research is expected to provide both theoretical and practical contributions to the development of a more contextual and relevant model of Islamic education.

DISCUSSION
The Basic Concept of Literacy in Islamic Education

Literacy in Islamic education is not limited to the ability to read and write; it also encompasses understanding, analysis, and the practice of values embedded in Islamic teachings (Islam et al., 2023). In this context, literacy is defined as the ability to access, comprehend, and critically utilize information, especially information related to Islamic values and sources of Islamic knowledge such as the Qur'an, Hadith, and other Islamic literature. Literacy in Islamic education involves various types, including reading and writing literacy, digital literacy, cultural literacy, and religious literacy — all aimed at shaping individuals who are knowledgeable and possess noble character.

The role of literacy in Islamic education is crucial, as it forms the foundation for understanding and applying religious teachings (Ani Apiyani, 2024). Literacy helps students read the Qur'an properly, understand its meanings, and apply its moral messages in everyday life. Moreover, literacy equips students with critical thinking skills to engage with Islamic and social issues, enabling them to make wise decisions based on Islamic values. Therefore, literacy in Islamic education contributes not only to students' intellectual growth but also to their spiritual and moral development — which is the essence of Islamic educational goals.

Research on literacy-based learning management in elementary schools has been extensively discussed across various contexts and approaches. Akib and Fanani (2021) emphasized the importance of implementing literacy management through information technology media at SD Negeri 11 Lalembuu, South Konawe Regency. This study demonstrated that technology can serve as an effective tool to enhance students' literacy through well-organized programs. This research is relevant in understanding how media technology can be integrated into literacy management at the elementary school level (Akib & Riri Fanani, 2021).

Furthermore, a meta-synthetic study by Andriana et al. (2024) explored environmental literacy in elementary schools. The findings highlighted the importance of strengthening environmental literacy as an integral part of the primary education curriculum to build students' awareness of environmental

issues. This study provides insight into how environmental literacy can be systematically implemented within learning programs (Andriana et al., 2024).

Anwar, Kurniawan, and Yuliasari (2023) examined the development and implementation of educational management programs based on transformative cultural values in elementary schools. This study revealed that a transformative approach not only strengthens cultural literacy but also supports students' character development. It offers a new perspective on literacy-oriented education management grounded in local cultural values. In the context of developing interactive learning media, Ar, Aini, and Hidayatillah (2024) reported the success of teacher training programs focused on improving digital numeracy and literacy in the era of the Merdeka Belajar curriculum (Aini et al., 2024). These findings are relevant for enhancing digital literacy among elementary school teachers to support a more adaptive learning process.

Asa (2019) investigated the role of school principals' leadership in the implementation of the School Literacy Movement (GLS) in elementary schools. The study emphasized that effective leadership is crucial to the success of literacy programs in schools, reinforcing the importance of principals' managerial roles in facilitating such programs. Meanwhile, Bahri (2022) studied inclusive education management in elementary schools, offering important insights into how literacy can be integrated within the context of inclusive education. This research highlighted the need for inclusive management strategies to ensure that all students, including those with special needs, can access and participate in literacy programs (Bahri, 2021).

Erviyenni, Hajar, and Safitri (2022) explored the implementation of reading corners as part of the School Literacy Movement. Their findings indicated that reading corners can be an effective tool to increase students' reading interest, especially when supported by appropriate management strategies. Collectively, these studies provide strong theoretical and practical foundations for the development of literacy-based learning management in elementary schools, particularly in the context of Islamic education. The integration of technology, the reinforcement of cultural and environmental values, and inclusive approaches are critical aspects that must be considered to improve literacy quality at the primary education level.

Discussion of Findings
Increasing Students' Interest in Reading and Writing through Literacy in Islamic Education

The enhancement of students' reading and writing interest through literacy in Islamic education is a crucial aspect of developing comprehensive literacy skills (Rasidi & Susetiyo, 2023). Through a literacy approach grounded in Islamic values, students are encouraged not only to hone their technical reading and writing abilities but also to understand and internalize the moral messages and spiritual values contained in Islamic texts (Faqihuddin et al., 2023). Results from the implementation of this literacy program indicate a significant improvement in students' skills, both in terms of critical reading and creative writing. Students become better able to analyze the content of Islamic texts, organize their ideas systematically, and apply the insights gained to everyday life, thus making literacy an effective medium for instilling the values of Islamic education at a deep level.

Teachers and school leaders must support activities, policies, and programs that foster students' interest in reading and writing. An environment that cultivates and sustains a culture of reading will serve as a vital pillar for the success of initiatives aimed at increasing students' reading and writing motivation (Izzudin Hitimala, 2024).

Skor literasi membaca Indonesia menurut studi PISA
Tahun 2000-2022

Figure 1.1. Indonesia's Literacy Score (PISA 2022 Study: Indonesia Records Its Lowest Reading Literacy Score Since 2000 – GoodStats)

Figure 1.1 illustrates the development of Indonesia's reading literacy scores based on the PISA (Programme for International Student Assessment) study from 2000 to 2022. At the beginning of the period, the reading literacy score showed an upward trend, increasing from 371 in 2000 to 402 in 2009, which marked the highest achievement throughout the study. However, after 2015, when the score was 397, a significant decline occurred. The score dropped to 371 in 2018 and continued to fall to 359 in 2022, recording the lowest score in this period. The sharp decrease in the last two cycles indicates a pressing need for serious attention to education policies aimed at improving reading literacy in Indonesia. Therefore, this data is often used as a reference to continuously enhance efforts in fostering a culture of reading and writing literacy among students.

The Impact of Literacy on Character Development of Elementary School Students

The importance of literacy in education extends beyond the ability to read and write; it also plays a crucial role in shaping students' character and personality (Windiarto et al., 2023). At the elementary school level, literacy serves as a fundamental foundation for students to understand life values. Literacy integrated with Islamic values such as honesty, responsibility, and respect can be an effective medium for instilling strong character. For example,

through reading Islamic stories, students can learn about noble morals while internalizing these values in their daily lives (Faqihuddin et al., 2023).

Literacy also functions as a tool to strengthen students' understanding of moral concepts taught in Islam (Shalihat et al., 2022). When students are encouraged to read books containing positive messages, they learn not only cognitively but also emotionally and spiritually. In this process, teachers can guide students to reflect on the lessons from the texts they read and how these lessons relate to Islamic teachings. Thus, literacy becomes a strategic instrument to cultivate students' critical thinking, wisdom, and good character.

Furthermore, habitual reading of Islamic texts in elementary schools can help students recognize the importance of proper manners in life. For instance, stories about the Prophet Muhammad (PBUH) or his companions provide real examples of how to face life challenges grounded in Islamic values. Additionally, literacy based on Islamic values encourages students to develop empathy, social responsibility, and the courage to uphold truth. All of these are essential character traits needed to build a superior and dignified Muslim generation.

By integrating literacy and character education based on Islam, elementary schools can become effective places to develop students holistically (Roskina Mas et al., 2019). Literacy is no longer merely a means to understand texts but also a bridge for students to understand themselves, others, and their relationship with Allah SWT. The synergy between literacy and Islamic character formation not only helps students become intelligent individuals but also noble in personality and ready to contribute positively to society.

Teachers' Strategies in Integrating Literacy into Islamic Education Learning

Teachers play a strategic role in integrating literacy into Islamic education to create a holistic and meaningful learning experience (Nurwulan Ekadiarsi et al., 2024). One effective strategy is the selection of reading materials that are relevant to Islamic values, such as stories about prophets, companions, and inspiring Muslim figures. These reading materials can be used to initiate classroom discussions, provide moral exemplars, and motivate students to internalize Islamic teachings in their daily lives.

Additionally, teachers can combine literacy with active learning methods, such as shared reading, text analysis, or group discussions. In these activities, students are not only reading but also encouraged to understand, analyze, and connect the content of the readings with the Islamic teachings they have learned (Aini et al., 2024). This approach helps students not only improve their literacy skills but also develop a deeper understanding of Islamic values.

Another strategy involves utilizing technology and digital media to support literacy integration. Teachers can use Islamic educational applications or e-book platforms that provide Islamic-themed reading materials (Wahyudin et al., 2023). This enables students to access Islamic literacy more easily and engagingly. The use of technology also helps students develop relevant digital literacy skills in the modern era, while simultaneously reinforcing their religious values.

Lastly, teachers can create literacy-based projects, such as writing Islamic stories, maintaining reflection journals, or designing posters about Islamic values. These projects not only encourage students to apply literacy in real-world contexts but also provide them opportunities to creatively express their understanding of Islamic teachings (Munawir et al., 2024). Through these

various strategies, the integration of literacy in Islamic education can be effectively implemented, fostering students who are intelligent, morally upright, and possess a profound understanding of their faith.

Table 1.2 Overview of Teachers' Strategies in Integrating Literacy

Aspect	Teacher's Strategy	Implementation in Instruction	Expected Results
Preparation for Learning	Designing Materials that Integrate Literacy	Teachers prepare modules containing Islamic reading texts that are relevant to the lesson theme.	Students understand the material while improving their reading and writing skills.
Learning Process	Implementing discussion-based learning methods and text exploration	Group discussion related to the text of the verses of the Qur'an or hadith for a certain theme	Students are able to link literacy with Islamic values
Learning Evaluation	Using literacy project-based assessment	Students make a summary or short essay about Islamic literacy material.	Students have analytical and critical abilities in Islamic literacy
Classroom Management	Providing motivation and support for reading and writing	Teachers create Islamic reading corners or give assignments to read religious books.	Increasing interest in reading and Islamic literacy skills among students

CONCLUSION

The conclusion of this study shows that literacy-based learning management in Islamic education at the elementary school level has a significant impact on increasing students' interest in reading and writing. Through the implementation of literacy integrated with Islamic values, students not only sharpen their reading and writing skills but also internalize the moral and spiritual values contained in Islamic texts. The improvement in literacy skills has been proven to strengthen students' abilities to analyze, organize ideas, and apply the insights they gain in everyday life. Moreover, Islam-based literacy also functions as an effective means for developing students' character traits, such as honesty, responsibility, and empathy, which are crucial in shaping individuals with noble morals. Support from teachers in integrating literacy into learning—through the selection of relevant reading materials and the use of various active learning methods—also plays an important role in creating a holistic and meaningful learning experience. Therefore, literacy strategies based on Islamic education can serve as a solid foundation in shaping a generation of intelligent and excellent-charactered Muslims, ready to face challenges in the modern era.

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