

IMPROVING LITERACY SKILLS THROUGH STRENGTHENING THE QUALITY OF SCHOOL-BASED EDUCATION

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Abstract : *The problem of literacy is one of the problems that must receive special attention from the people of Indonesia. This is because, in the last few decades, the competitiveness of Indonesian people has tended to be less competitive, one of which is due to the crisis of literacy culture. This literacy culture crisis is often related to quality in an educational institution. Thus, this study aims to understand strategies to improve the literacy skills through strengthening the quality of school-based education. This research uses a qualitative approach with a case study type. The data in the study were obtained through observation, interviews and documentation techniques. The data is then analyzed using the Miles and Huberman data analysis technique which consists of data reduction, data display, and verification. The results of the study show that quality improvement oriented towards achieving literacy skills in students is carried out by; 1) reward and punishment for students, 2) teacher competence development, 3) learning orientation based on learning processes and outcomes, 4) teacher mastery of technological media, and 5) library visits.*

Keywords : *Quality Improvement; Literacy Ability; Student; Culture."*

Abstrak : *Problem literasi merupakan salah satu masalah yang harus mendapat perhatian khusus dari masyarakat Indonesia. Pasalnya, dalam beberapa dekade terakhir, daya saing bangsa Indonesia cenderung kurang kompetitif yang salah satunya diakibatkan krisis budaya literasi. Krisis budaya literasi tersebut seringkali berkelindan dengan mutu di suatu lembaga pendidikan. Dengan demikian, penelitian ini bertujuan untuk memahami strategi peningkatan literasi siswa melalui penguatan mutu berbasis sekolah. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Data dalam penelitian didapatkan melalui teknik observasi, wawancara, dan dokumentasi. Data tersebut kemudian dianalisis dengan menggunakan teknik analisis data Miles and Huberman yang terdiri dari reduksi data, display data, dan verifikasi. Hasil penelitian menunjukkan bahwa peningkatan kualitas yang berorientasi pada pencapaian kemampuan literasi pada siswa dilakukan dengan; 1) pemberian reward dan punishment bagi peserta didik, 2) pengembangan kompetensi guru, 3) orientasi pembelajaran berdasarkan proses dan hasil pembelajaran, 4) penguasaan guru terhadap media teknologi, dan 5) kunjungan perpustakaan.*

Kata Kunci : *Peningkatan Mutu; Kemampuan Literasi; Peserta Didik; Budaya.*

INTRODUCTION

Education is discussing humans. Human nature is personal education in the context of human personality will significantly affect human values because, in the educational process, they will go through stages in their socialization. Through education, they will interact with other people, the environment, and the reading materials they initiated). With education, according to Zakiah Daradjat, being able to become a leader based on his human instincts, the purpose of his creation was intended for Allah to become a Caliph so that with the education, they would be able to master various scientific treasures. With their knowledge, they will compete to do good and care for others (Zakiyah, 2006). Therefore, referring to the goals of national education, a teacher must continuously develop students' potential by paying attention to what material is in the subject matter that will be taught because then a teacher can provide the best for his students. In addition, a teacher must also be able to master the psychological condition of students both inside and outside the classroom.(Dakir et al., 2022)

Education in the 21st century focuses on efforts to produce young people who have four main competencies: thinking competence, working competence, life competence, and competence in mastering tools for work.(Farias-Gaytan et al., 2021) The literacies of students are closely related to the demands of these four competencies, so the younger generation is required to have reading skills that lead to the ability to understand information analytically, critically, and reflectively so that a culture of literacy needs to be instilled in children from an early age.(Kaeophanuek et al., 2019)

The problem of literacy is one of the problems that must receive special attention from the Indonesian people. This is because, in the last few decades, the competitiveness of the Indonesian nation has tended to be less competitive. Indonesia is currently in a literacy culture crisis. The results of research by international survey institutions regarding literacy place Indonesia in the low category. Progress conducted the research in International Reading Literacy Study (PIRLS) in 2011 (Mullis et al., 2011). PIRLS conducted a study of 45 developed and developing countries in the field of reading in fourth-grade elementary school children around the world under the coordination of The International Association for the Evaluation of Educational Achievement (IEA) and obtained results that put Indonesia in 42nd place. Research conducted by the Program for International Student Assessment (PISA) in 2012, Indonesia ranks 71 out of 72 countries (Mullis et al., 2011).

Meanwhile, the 2015 PISA placed Indonesia 64th out of 72 countries. This fact is also supported by the three-year survey by the Central Statistics Agency (BPS) regarding Indonesian children's interest in reading and watching, which was last conducted in 2012. The results of the BPS stated that only 17.66% of Indonesian children were interested in reading. While those who have an interest in watching reach 91.67% (Rahman, 2017). In addition, the reality that exists in society today is that reading is only an activity to kill time,

not an activity to fill time (to full time) on purpose. This means that reading activity has not yet become a habit but rather a mere 'fad' activity (Rahman, 2017)

Therefore, the world of education, which has entered the century of information technology, requires management and technological skills. This has implications for increasing the strength of the quality of education, including professional educators who take an active role. As a result, educators are required to improve their roles and skills. Competent educators will optimize their resources to achieve optimal learning outcomes for each student. Sopian (Sopian, 2016) mentions that the teacher's role is "as a planner, facilitator, accountability, observer, demonstrator, supervisor, and evaluator." Educators must guide and provide applicable provisions for students so that educators can provide motivation when interacting with students. In line with what was conveyed by the Directorate General of Elementary and Basic Education, there are six essential components to improve the quality of the teaching and learning process, namely; 1) developing the professionalism of learners; 2) developing environmental management, educational facilities, and infrastructure; 3) developing school management; 4) developing supervision or monitoring and evaluation; 5) developing learning evaluation media; 6) developing school and community relations.(Mundiri & Ningtias, 2019)

Giving freedom to students is an innovation that needs to be implemented in the teaching and learning process so that this becomes the interest of researchers in researching learning practices carried out in educational institutions and the implementation of programs implemented by the Ministry of Education and Culture of the Republic of Indonesia with the movement program school literacy (GLS) which will eventually develop students' independent learning attitudes. The realization of an independent student learning attitude will cause them to be more enthusiastic and have high wisdom in seeking knowledge that they do not know. Indirectly the quality of education will prioritize quality rather than quantity which continues to be a problem in our world of education.

Research on the school literacy movement has been carried out by other researchers, such as Ulpah (Mariyah Ulpah, 2022), Restianty (Restianty, 2018), Wahyuni & Pramudiyanto (Wahyuni & Pramudiyanto, 2017), Fitri & Sowiyah (Fitri & Sowiyah, 2022), Maulidah et al. (Maulidah et al., 2019), and Pratiwi et al. (Pratiwi et al., 2022). However, these studies only discuss the movements by schools in building students' literacy skills and how to create a culture that supports the implementation of literacy movements in schools. Thus, research has yet to be found that examines quality management directed at achieving students' literacy abilities.

MAN 2 Makassar, the locus in this research, has made efforts to improve quality oriented towards achieving students' literacy skills by applying various learning methods and supported by multimedia facilities, namely by providing laboratories that support the achievement of literacy skills as expected. MAN 2 Makassar City has also made synergistic

governance efforts with objectives such as increasing student literacy skills. The success of students in scientific writing competitions at the high school level in Makassar shows the efforts made by MAN 2 Makassar to improve students' literacy skills. Thus, MAN 2 Makassar is an Islamic educational institution trying to solve literacy skills problems. Thus, this research aims to understand the increase in students' literacy skills by strengthening the quality of school-based education.

METHOD

The approach used in this research is a qualitative approach with a case study type. This approach is used to collect data in words and pictures that can answer the focus of quality improvement in building students' literacy ability. In this study, the presence of researchers in the field is the main requirement. Researchers collect data in natural settings, where researchers act as key instruments. In addition, the researcher acts as a planner and implementer of actions that are directly involved in conducting research in the field, referring to the instruments that have been prepared beforehand. Collecting and analyzing data on the findings and finally reporting the research results. Interview interviews, observations, and documentation that have been formulated are then used to seek information from informants, direct field observations, and documentation related to improving the quality of education at MAN 2 Makassar.

In order to obtain data, researchers used observation techniques, in-depth interviews, and documentation. After the data is obtained from the field, the data will be compiled and analyzed. In conducting data analysis, researchers used data analysis techniques from Miles, Huberman, and Saldana, which consisted of data condensation, data display, and verification. While checking the validity of the data is based on specific criteria. The criteria consist of transferability, dependability, trust (credibility), and certainty. The process of checking the validity of the data was carried out by observing persistence techniques, extending participation, and triangulation.

RESULT AND DISCUSSION

Improving the quality of education as implemented by MAN 2 Makassar in improving the quality of education in building students' literacy ability as an effort to improve students' independent learning attitudes. The development of the quality of education carried out by MAN 2 Makassar has become a public attraction for continuing education after graduating from junior high school. The development of educational quality starts with professional development as educators (teachers), which is a top priority in accelerating the fulfillment of pedagogical knowledge for educators at MAN 2 Makassar. The teaching staff at MAN 2 Makassar, aside from the requirement for a teacher to complete linear undergraduate studies in the subjects they teach, on the other hand, the teachers are provided with workshops and seminars related to their profession as educators.

The findings of the research show that quality improvement through the school literacy movement at MAN 2 Makassar is carried out in the form of;

1. Provision of Rewards and Punishment for Students

Efforts to improve the quality of graduates in developing literacy skills at MAN 2 Makassar are shown in the form of rewards. The reward is one of the follow-up strategies that support the implementation of the school literacy movement program. Prizes are given to students who have achievements in the field of scientific writing. In this case, the reward becomes a motivation that can encourage students to have achievements that equal or exceed existing achievements. The form of compensation given to students who have achievements in fields related to literacy is a prize given by the school principal. Based on the results of observations, it was found that the rewards given depended on the achievements achieved by the students.

Motivation, in this case, does not mean that it has to be in the form of material things but can be in the form of awards, praise, and the like. Little attention given by a leader can also be a motivation to increase performance or enthusiasm to be better from time to time. A reward is a tool for educating children to educate children so that children can feel happy because their deeds or work are rewarded. It can be interpreted that a reward is everything the teacher gives to students because they have behaved according to what is desired, namely participating in learning well and getting good results which can be a driving force or motivation for learning for students (Bubou & Job, 2020).

In the management concept, the reward is a tool to increase motivation. This method can associate a person's actions and behavior with feelings of happiness and pleasure and will usually make them do a good deed repeatedly. Rewards also aim to make a person more active in trying to improve or improve the achievements he has achieved (Ronfeldt et al., 2015). Humans always have ideals, hopes, and desires. This is what the reward method to takes advantage. With this method, a person doing a good deed or achieving a particular achievement will be given an attractive reward.

Rewards are an educational tool that is easy to implement and very pleasing to employees. For this reason, rewards in a work process are needed as motivation to improve performance which leads to achievement. The purpose of giving rewards is for students to become even more active in learning or become more willing to improve their achievements. The reward is a positive assessment of students. Any individual or group that has high spirits needs to be rewarded (Nawawi, 2009).

In teaching and learning activities, rewards are part of the modification of student behavior which aims to increase discipline and motivation along with feedback for the recipient for his actions as an act of encouragement or correction (Munif et al., 2021). Rewarding is a response to a behavior that increases the likelihood of recurring

behavior. Rewards can be done verbally and non-verbally, with the principles of warmth, enthusiasm, and avoiding negative responses. Reinforcement can be directed to specific individuals and the class as a whole. In the implementation of giving rewards, it must be done in various ways to generate encouragement for students to learn (Slameto, 2010).

Furthermore, rewards can increase students' attention to learning, increase learning motivation and increase learning activities and foster productive behavior (E Mulyasa, 2009). Psychological studies, one of which was conducted by Hidi, showed that behavioral reward needs to be combined between various models of approaches, such as combining social aspects, education, and neuroscience studies. This, according to him, can minimize the negative impact while optimizing the positive impact of the reward (Diana et al., 2021).

2. Teacher competency development

Teacher competency development for MAN 2 Makassar is a must in improving quality oriented towards increasing students' literacy abilities. The quality of education continued to be developed by schools by sending all teachers to attend workshops held by the local government, which was MAN 2 Makassar then. However, in 2021 every teacher is required to participate in workshops and seminars held by the Provincial Education Office. Each time before the new teachings at the MAN 2 Makassar school, they always hold professional development (pedagogic) workshops to develop the potential of subject teachers so that scientific development continues in the realm of educators as the data from the interviews are as follows:

"Many achievements have been achieved by MAN 2 Makassar starting from the science olympiad held by the Ministry of Religion of Makassar and the Province, as last year it passed as second place in the KIR competition at the provincial level."

Participating teachers or education at MAN 2 Makassar are very active through MGMP activities and workshops on professional development held by the Ministry of Religion. The MGMP activities held by the MGMP management became a forum for subject teachers to share and examine learning developments. The MGMP forum discussed all components related to activities and teaching and learning process tools to meet learning targets.

Thus, the efforts made by MAN 2 Makassar in quality improvement toward achieving students' literacy abilities align with the competency law that must be owned by every teacher based on Government Regulation 74 of 2008. Teacher competencies in this policy include pedagogical, personality, social, and professional competence obtained through professional education. Pedagogic competence is the teacher's ability to manage student learning which at least includes; a) understanding of insights or educational foundations; b) understanding of students; c) curriculum or syllabus development; d) learning design; e) implementation of educational and dialogic

learning; f) utilization of learning technology; g) evaluation of learning outcomes; and h) development of students to actualize their various potentials. Meanwhile, personality competence at least includes a personality that; a) has faith and piety; b) has a noble character; c) is wise and prudent; d) is democratic; e) steady; f) authoritative; g) stable; h) adults; i) honest; j) sporty; k) Be a role model for students and society; l) objectively evaluate own performance; and m) self-development independently and sustainably. The following competency that teachers must also possess is social competence which includes; a) communicating verbally, in writing, and gestures politely; b) using communication and information technology functionally; c) associating effectively with students, fellow educators, educational staff, heads of academic units, parents or guardians of students; d) get along politely with the surrounding community by heeding the prevailing norms and value systems, and e) apply the principle of true brotherhood and the spirit of togetherness. The last competence that teachers must possess is professional competence. Professional competence is a teacher's ability to master knowledge in the fields of science, technology, and arts and culture, which at least includes mastery; a) subject matter broadly and in-depth following the standard contents of the education unit program, subjects, and subject groups to be taught; and b) relevant scientific, technological, or artistic discipline concepts and methods, which conceptually cover or are coherent with the academic unit program, subjects, and subject groups to be taught.



Figure 1: Professional Development

Figure 1 shows that increasing teacher professionalism can be done through six processes. However, the six processes of increasing professionalism can be carried out in more than one improvement program. Madrasahs improve the professionalism of teachers in the form of continuous programs. Increasing teacher professionalism, as was done at MAN 2 Makassar, aims to build students' literacy skills. Therefore, the program to increase teacher professionalism which is carried out in six forms of activities that are

not carried out at one time, is the strength of the madrasah and becomes an integrated part of the objectives of other school programs. Learning activities are carried out in the form of in-service learning training that leads to the achievement of students' literacy skills. Meanwhile, mentoring is carried out by the madrasa literacy team appointed by the head of the madrasa.

Another effort made, as shown in Figure 1, is to open a learning consultation room. The learning implementation consultation room is managed directly by the head of the madrasah and the deputy head of the madrasah curriculum field. Meanwhile, madrasahs integrate practical learning activities to improve student's literacy skills into training activities. The process of improving competency improvement directed at achieving increased student literacy skills is carried out by external benchmarking. In this case, the madrasa conducts an internal analysis by making increasing students' literacy skills a goal. External benchmarking is carried out in institutions that have the same core business.

The final process of increasing teacher professionalism is carried out by reflection. Reflection activities are carried out at the end of learning activities so that they become feedback for improving the learning process. Reflections can also be made by the head of the madrasa on the successful implementation of improving students' literacy skills. The results of this reflection are used as follow-up materials to improve the implementation of the program to improve student's literacy skills.

According to Glickman (1981), there are four teacher prototypes in managing the learning process. According to this theory, the best teacher prototype is the professional prototype teacher. A teacher can be classified as a professional prototype if he has the high ability (high level of abstract) and high work motivation (high level of commitment).

3. Process-based learning orientation and learning outcomes

Quality improvement in building students' literacy skills at MAN 2 Makassar is also carried out by improving the learning process and the results that academic units must achieve. The learning process is adjusted to the curriculum set by the relevant stakeholders as contained in the one school book that has been approved. The application of the development of the quality of education is required on the effectiveness of the implementation of the process and student learning outcomes, thus what the educational goals will be fulfilled, indirectly the development of the quality of education by improving the learning process will have a positive impact on student learning outcomes. However, this will not be achieved optimally if professional teachers or educators do not support it.

The process and learning outcomes become an inseparable unit. Good learning outcomes will depend on an ideal learning process. The perfect learning process will undoubtedly prioritize the implementation of learning following all learning

components starting from lesson plans, syllabus, prota, promes and the linkages of KI-KD in the curriculum performance. Implementation of education oriented to the process and student learning outcomes as observed by the MAN 2 Makassar teacher, one of which is in the form of a performance assessment. Wiggins (1993) revealed that performance assessment requires individuals to apply their knowledge and skills in context, not just by completing fake assignments. More importantly, performance assessment can provide impetus to enhance learning and increase students' understanding of what they need to know and be able to do. Majid stated that a performance assessment involves various tasks and situations in which students are asked to demonstrate understanding and apply in-depth knowledge and skills in multiple contexts. Based on this, a performance assessment is an assessment that asks students to explain and apply knowledge in various contexts according to the desired criteria.

Performance assessment has characteristics that can differentiate it from other types of assessment. Stiggins argues that one of the characteristics of performance assessment is that it can be used to see students' abilities during the learning process without waiting until the process ends (Stiggins, 1994). Furthermore, according to Norman, performance assessment consists of; 1) the tasks given are more realistic or factual; 2) the tasks given are more complex so that it encourages students to think and it is possible to have many solutions; 3) more time given for assessment, and; 4) in the assessment it uses more judgment (Mahmudah, 2000).

4. Teacher's Mastery of Media Technology

MAN 2 Makassar continues to develop the quality of education following changes in education policy, both changes made by the ministry of religion and changes that adapt to local wisdom. One has been implementing the curriculum since 2011 by changing it based on character building. In 2017, with the advent of DuobleTrack education, it also adjusted it as an initial effort to change the quality of education.

Mastery of ICT (Information and Communication Technology) can be done self-taught or through training carried out in stages or continuously for exciting learning activities. Students are more motivated and more optimal in understanding learning material. It can improve the quality of student learning outcomes. The use of ICT is to develop oneself with Teacher Core Competencies in the realm of Professional Competence, as stated in Permendiknas Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency. This means that ICT competence is expected to support increasing teacher competence. Thus, the ability to use ICT is essential for teachers to master. Teachers must master four ICT competencies. According to Warsihna (2011) who refers to "ICT Academic Manuscripts for Teachers", states that there are four levels of ICT competence, namely; 1) master the basics of ICT

(ICT Literacy); 2) deepen knowledge (knowledge acquisition and engineering) through ICT; 3) can create knowledge with ICT; 4) share knowledge using ICT or about ICT, both to students and other teachers.

5. Library Visit

Efforts to improve quality that are oriented towards achieving students' literacy skills are also carried out in the form of visits to both the school library and the Makassar city government library. The teacher carries out this effort by integrating it into learning tasks. A visit to the library is one of the encouragements that motivates students to learn to read books diligently. Reading activities in the library can give students much insight, and it is hoped that they will continue to compete with their peers. Reading activities also need to be considered by every subject teacher, who should provide opportunities for students to study in the library room.

In improving literacy skills, madrasas can use the library as an instrument in addition to other instruments. The library visit program is an organized and planned activity that is mandatory for students to visit or visit the library. The library visit program can be carried out by making a library visit schedule in each class. Library visit activities can be carried out for at least 1 hour of learning because if it takes too long, students tend to be bored and not conducive. Students will feel like always visiting the library by making visits using a short time and supported by adequate and comfortable library facilities.

The results of the research above show that increasing students' literacy skills through strengthening the quality of school-based education is carried out using strategies such as the provision of rewards and punishments for students, teacher competency development, process-based learning orientation and learning outcomes, teacher's mastery of media technology, and Library visit are a strategy based on the quality of school-based education. The results of this study not only explain the process of increasing students' literacy skills but also create a climate and culture of literacy. However, this process should also be supported by the capabilities of other stakeholders, such as teachers and madrasah leaders. The results of research that has been carried out so far include research by Ulpah (Mariyah Ulpah, 2022), Restianty (Restianty, 2018), Wahyuni & Pramudiyanto (Wahyuni & Pramudiyanto, 2017), Fitri & Sowiyah (Fitri & Sowiyah, 2022), Maulidah et al. (Maulidah et al., 2019), and Pratiwi et al. (Pratiwi et al., 2022) produced findings on how to create a culture and literacy climate in schools.

CONCLUSION

The 21st Century skills integrated into knowledge, skills and attitudes, as well as ICT mastery, can be developed through; critical thinking and problem solving, communication skills, creativity and innovation skills, and collaboration skills. These four skills have been packaged in the learning process at MAN 2 Makassar. Efforts to improve quality at MAN 2

Makassar, which are oriented towards increasing students' literacy skills, are carried out in the form of; 1) provision of rewards and punishments for students, 2) teacher competency development, 3) learning orientation based on processes and learning outcomes, 4) teacher mastery of technological media, and 5) library visits.

The implementation of literacy at MAN 2 Makassar started with the idea of a school literacy movement inflamed by the government. The school literacy movement at MAN 2 Makassar must adapt to the times so students can answer this challenge. Literacy-based curricula must be revitalized by adjusting content according to 21st-century skills. Thus, the governance system for leading educational institutions must also be aligned with increasing student literacy abilities.

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