

**The AI Umanaa Foundation's Literacy Strategies  
at SMP and SMA AI Umanaa Boarding School, Sukabumi**

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**ABSTRACT**

The research addresses the challenges, objectives, methods, results, and conclusions of cultivating literacy programs at SMP and SMA AI Umanaa Boarding Schools. The main issue identified is the limited student engagement in the School Literacy Movement (SLM) due to time constraints and lack of motivation, while the objective is to investigate the strategies employed by the AI Umanaa Foundation to cultivate a literacy culture. Using a qualitative method, data were collected through interviews, observations, and documentation studies, focusing on participants such as school principals, literacy teams, teachers, and library managers. The study reveals that the AI Umanaa Foundation effectively adapts the literacy learning syllabus to the national curriculum, creates a conducive physical environment, and involves the community in literacy activities. Key initiatives include providing reading corners, literacy corners, and libraries, as well as engaging students in competitions and training programs. Despite encountering financial constraints and limited government support, the foundation has successfully utilized community collaborations and innovative funding strategies to sustain its literacy programs. The research concludes that a comprehensive and collaborative approach, integrating physical, social, and academic environments, is essential for cultivating a robust literacy culture. The AI Umanaa Foundation's strategies can serve as a model for other educational institutions aiming to enhance literacy and academic performance.

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**INTRODUCTION**

Literacy is not only a matter of how the Indonesian nation is free from illiteracy but also, more importantly, how the Indonesian nation has the life skills to be able to compete and stand alongside other nations to achieve prosperity. In this context, the Indonesian nation must strengthen its literacy culture and demonstrate its ability to collaborate, think critically, be creative and be communicative, so that it can win global competition.

Literacy culture is essential for 21st-century life skills through integrated education involving family, school, and community. Mastery of the six basic literacies—reading and writing, numeracy, scientific, digital, financial, and cultural/civic literacy—is crucial for students, parents, and society, as highlighted by the World Economic Forum in 2015. Additionally, Zamzami (2016) identifies various interpretations of literacy, including (1) basic reading and writing skills, (2) performance abilities, (3) academic competence, (4) integration of language skills and critical thinking, (5) readiness to master new ideas, and (6) support for success in academic and social environments.

The entry point to developing a nation's literacy culture is through providing reading materials and increasing students' reading interest. As an important part of developing character, students' interest in reading needs to be fostered from an early age starting in the family environment. A high interest in reading, supported by the availability of quality and affordable reading materials will encourage the habit of reading and writing, both at school and in the community. With this reading ability, the following basic literacy skills (numeracy, science, digital, financial, as well as culture and citizenship) can be developed.

To build a literacy culture in family, school, and community education, the Ministry of Education and Culture launched the National Literacy Movement (NLM) in 2016, following the Minister of Education and Culture Regulation Number 23 of 2015 on Character Development. NLM involves not only the Ministry but also literacy activists, academics, professional organizations, businesses, and other ministries or institutions. The education ecosystem's involvement in preparing concepts, policies, and supporting materials for literacy campaigns is crucial for aligning policies with societal needs. NLM aims to support families, schools, and communities, including those in remote areas, in fostering a literacy culture (Kementerian Pendidikan & Kebudayaan, 2017: v-vi).

NLM is a literacy movement that integrates school, family, and community programs. NLM was developed into a School Literacy Movement (SLM), a family and environmental literacy movement, and a community literacy movement. NLM was developed based on nine priority agendas (Nawacita), namely improving the quality of Indonesian people and society; increasing people's productivity and competitiveness in international markets so that the Indonesian nation can progress and rise together with other Asian nations; carrying out a revolution in national character; and strengthening diversity and strengthening Indonesia's social restoration (Kementerian Pendidikan & Kebudayaan, 2016: 3).

The School Literacy Movement (SLM) is an extension of the National Literacy Movement (NLM) and aligns with Law Number 20 of 2003 on the National Education System and Minister of Education and Culture Regulation Number 23 of 2015 on character development. SLM aims to cultivate character by instilling basic national and humanitarian values through habitual practices. These practices include (1) fostering moral and spiritual attitudes by encouraging a spiritual relationship with God, and respect for all living creatures, and the environment; (2) maintaining the spirit of nationalism and diversity; and (3) recognizing and nurturing students' unique potentials, encouraging them to enjoy reading and develop their interests and talents to expand their knowledge (Pusat Pembinaan Badan Pengembangan & Pembinaan Bahasa, 2016: 2).

SLM is a comprehensive effort to make schools into educational organizations whose citizens are literate for life through public involvement (Fathonah, 2016:2). SLM is implemented to increase students' interest in reading, as well as improve good behaviour and noble character through multiliterate education. The main actors of SLM are schools through the stages of elementary school, junior school, and high school/vocational school (Antoro, 2017: 23); namely in schools or educational units managed by the state (state schools) and those managed by communities or foundations (private schools); both in public schools and in religious-based schools (Madrasah) and official-based schools.

SLM has three stages, namely (1) the habituation stage, (2) the development stage, and (3) the learning stage. **The habitation stage** usually consists of reading a story from an enrichment book for 15 minutes before the lesson starts. Reading activities that can be carried out are reading books aloud and reading silently (sustained silent reading). Literacy activities at the **development stage** aim to maintain interest in reading and reading activities, as well as increase students' reading fluency and comprehension. For example, the teacher reads a book or reading material and invites students to listen and respond to the reading actively. The process of reading this book is interactive because the teacher demonstrates how to think in response to the reading, vocalizes 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 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 two main activities, namely reading and writing (Suyono et al., 2017).

The government introduced the NLM policy to encourage families, schools, and communities to actively foster a literacy culture. The SLM policy aims to increase students' reading interest, good behaviour, and noble character through a multi-literate education. However, some schools struggle to implement the daily 15-minute reading activity due to time constraints, focusing instead on thematic books, assignments, assessments, and literacy activities at the beginning of lessons. Interviews with school principals revealed that only 60% to 70% of students responded positively to the SLM, citing a lack of encouragement and motivation from their environment (Ilmi et al., 2021). Not all steps are fully implemented: students read for only 5 minutes before class starts, SLM activities are limited to the classroom, and the surrounding environment does not support the program by providing diverse reading materials. Public involvement is also lacking (Majdi et al., 2023). In contrast, Wardono's research highlighted the success of the SLM strategy at SD Negeri Bubutan 4 Surabaya City, achieved by creating a conducive physical environment with mini libraries and student artworks, rewarding students to condition the social environment, and establishing a school literacy team to promote reading for 15 minutes daily (Wardono, et al., 2022).

Supriatnoko, et., (2023) simultaneously conducted community service to provide assistant activities aimed at strengthening the SLM in SMP and SMA Al Umanaa Boarding Schools and researched Al Umanaa Foundation Sukabumi to cultivate literacy culture in these two schools. The mentoring activities carried out are: (1) assisted teachers in strengthening the implementation of SLM in SMP and SMA Al Umanaa Boarding Schools with the target to produce a book "School Literacy Guide in SMP and SMA Al Umanaa Boarding Schools"; (2) provided grants of non-textbooks; and (3) provided information boards as a place to display students literacy works.

This research aims to investigate the strategies used by Al Umanaa Foundation Sukabumi to cultivate a literacy culture in SMP and SMA Al Umanaa Boarding School. Referring to the research objectives, the research problem is formulated as follows: (1) Does government policy merely provide a stimulant for schools to independently implement SLM? (2) What strategies did Al Umanaa use to successfully sustain the government's SLM policy?

## **METHODS**

This research uses a qualitative method. According to Saebani & Sutisna (2018:122), the qualitative research method is a research method used to examine the condition of natural objects, where the researcher is the key instrument. Data was obtained from participants, namely school principals, school literacy teams, teachers and library managers. Research data was obtained using interviews, observation, and documentation studies. Data collection is carried out using triangulation techniques and time triangulation. The research strategy uses case study research and participant observation.

The case study research is a series of intensive, detailed and extensive scientific activities carried out in procedures, events and activities, or at the individual level, with a group of people to obtain further data about problems that have occurred or are ongoing (Rahardjo, 2017:3; Fathoni, 2006:99). The case study research is an attempt to obtain a complete and detailed picture of certain events and phenomena on an object and subject that has its characteristics (Sholihah & Trihantoyo, 2023). This case study research seeks to investigate the strategies used by Al Umanaa Foundation Sukabumi to cultivate a literacy culture in SMP and SMA Al Umanaa Boarding School. The resulting descriptive data is in the form of words, not numbers.

The data that has been collected is then analyzed. Activities carried out in analyzing data, namely (1) data reduction, (2) data presentation (display data), and (3) data verification (Sugiyono, 2017: 224; Salma, 2019:125; Wardono, et al., 2022) (1) Data reduction is a process of selecting, summarizing, and transforming rough data from field findings. Through data reduction, researchers can summarize and select things to focus on the Al Umanaa Foundation's strategy to cultivate SLM in SMP and SMA Al Umanaa Boarding Schools. Through this step, the reduced data will provide a clearer picture, so that it will be easier for researchers to collect further data; (2) Data presentation or display data systematizes the main points of information following the Al Umanaa Foundation's strategies to sustain literacy culture in SMP and SMA Al Umanaa Boarding Schools. Data obtained through interviews, observations, and documentation studies will be displayed in narrative form, so that, it is easy to understand and can easily collect further data; and (3) Data verification, namely

verifying or drawing conclusions. Conclusions are drawn by looking at the entire process of research activities. Conclusions are said to be credible if they are supported by consistent and valid evidence. Researchers tested credibility using source triangulation, by examining data obtained from participants, namely school principals, school literacy teams, teachers and library managers. The data that has been checked and analyzed for validity then produces descriptive conclusions about the Al Umanaa Foundation's strategies to sustain literacy culture in SMP and SMA Al Umanaa Boarding Schools.

## RESULTS AND DISCUSSION

### Results

#### *Al Umanaa Foundation*

The Al Umanaa Foundation was founded in 2012 to establish the Al Umanaa Modern Islamic Boarding School. In 2014, it opened the SMP Al Umanaa Boarding School, and in 2017, it opened the SMA Al Umanaa Boarding School. The students of these schools live in dormitories. The boarding environment helps students' parents provide an environment that is conducive to students' moral development. The boarding environment also helps face social life in the future. The Chairman of the Foundation/Director of the Al Umanaa Modern Islamic Boarding School: K.H. Mindjali, A.S.; The Principal of SMP Al Umanaa Boarding School: Gustinaningsih; The Principal of SMA Al Umanaa Boarding School: Amalia Dianah.

Currently, SMP Al Umanaa Boarding School has an A accreditation. In the 2023/2024 academic year, it has 240 students (139 boys and 101 girls) in 9 study groups, taught by 19 teachers. SMA Al Umanaa Boarding School also holds an A accreditation, with 186 students (119 boys and 67 girls) taught by 20 teachers, supported by 5 educational staff, 4 entrepreneurial core team members, and 2 Islamic boarding school team members. Teachers at Al Umanaa Foundation come from diverse educational backgrounds to ensure students gain a broad range of knowledge and skills. Most teachers live at boarding schools, providing continuous guidance on students' aqidah and morals intensively 24 hours a day.

The Al Umanaa Foundation is dedicated to developing students' talents, interests, and potential through its educational programs. These programs foster achievements in academics, languages (Arabic, English, German, Japanese), arts (marawis, calligraphy, graphic design, literacy club, knitting, journalism), sports (football, basketball, futsal, volleyball), scouting, youth scientific work, and literacy circles. Students have achieved recognition at both national and international levels. Since 2016, The Al Umanaa has implemented SLM, striving to instil a reading culture and improve good behaviour and noble morals through multiliteracy education.

#### Vission

The creation of a cadre of Quranic leaders who excel in morals, science and technology, skills, and have excellent health.

#### Mission

1. Instill moral beliefs in students, so that they have solid life principles, so that they are not easily influenced by negative culture from outside and behave politely under the principles of Islamic beliefs and morals.
2. Get students used to praying fardhu prayers five times in congregation, sunnah prayers, fasting Monday-Thrusday, and reading and memorizing fifteen chapters of the Al-Quran (tahfidz).
3. Improve the culture of reading, writing, and analysing.
4. Get students used to doing simple research.
5. Equip and train students with leadership, entrepreneurship, and technical skills.
6. Train and develop students' intelligence, according to their interests, talents, and potential.
7. Familiarize students with using Arabic, English, Japanese, German, and Mandarin in daily communication.
8. Train students to be skilled at giving speeches in Indonesia, Arabic, and English.

9. Train students in farming and animal husbandry.
10. Familiarize students with a healthy lifestyle and balanced nutritional diet, without using flavouring spices, preservatives and dangerous chemicals, so that students are healthy.
11. Involve students in various competitions inside and outside schools.
12. Guide students who are independent and ready to enter the next level according to their interests, talents, and potential.

#### Objectives

1. Participate in supporting Indonesia's development in the field of strong and quality human resources education.
2. Produce human resources as future leaders who adhere to the Islamic faith, are devoted to God, have al-karimah morals, and are healthy, intelligent, and trustworthy.
3. Broad-minded, skilled, creative, big-hearted, and have high aspirations, and are responsible for their religion, nation, and state.

#### Discipline

Student discipline education is the most important element in Islamic boarding schools. Guidance, monitoring, and supervision of students' discipline take place 24 hours a day, and this cannot be separated from effective management. As a result, everyone involved in the Islamic boarding school, including students, teachers, and caretakers, can adhere to it well.

In monitoring student discipline, the Al Umanaa Foundation applies the *Reward* and *Punishment* model, namely giving appreciation for positive things done by students and providing guidance with sanctions for negative things done. The Al Umanaa Foundation applies a point system for every regulation written in the Code of Conduct. The regulations in the Code of Conduct are categorized into light, medium, and serious violations. If it is light, the student gets 1 point, while medium, gets 2 points, and if it's heavy, the student will get 100 points, and you will immediately get a warning letter. Rewards are used to give as much appreciation as possible to students for the positive things they have done, no matter how small, and will continue to be done and improved. Supervision of giving students appreciation is carried out using a digital-based system, the same as giving disciplinary points. Where all teachers can access the link that is available and directly input into the application if they find students doing something positive and can be appreciated.

#### ***Fact Findings***

Based on the research findings, the following facts are found at the Al Umanaa Foundation.

1. Provide Student Literacy Work Information Board and Response Journal Board (wall magazines)
2. Provide literacy Corner Area
3. Provide reading Corner Self in some classes
4. Empower library to support literacy culture
5. Involvement of students, parents/guardians and the community
6. Students are enrolled in literacy training
7. Students take part in various competitions
8. Students are sent to be delegates to a meeting
9. Students are sent to be speakers at scientific meetings
10. Teachers, Librarians, and other Education Staff are enrolled in literacy development
11. Provide non-learning books (fiction and non-fiction)
12. Literacy as a Local Content Subject
13. Literacy Learning Syllabus
14. Time Constraints
15. School Literacy Team

#### **Discussion**

***Stimulants: Government Policy and Funding Assistance***

SLM is a social movement with collaborative support from various elements. Efforts taken to make this happen are in the form of getting students into the habit of reading. This habituation is carried out with a 15-minute reading activity (the teacher reads a book and the students read silently, which is adapted to the context or school targets). When the habit of reading is formed, it will then be directed to the development stage and learning stage. Variations in activities can be a combination of developing receptive and productive skills. In its implementation, at certain scheduled periods, assessments are carried out, so that the impact of the existence of SLM can be known and continuously developed. SLM is expected to be able to mobilize school members, stakeholders, and the community to jointly own, implement, and make this movement an important part of life (Pusat Pembinaan Badan Pengembangan & Pembinaan Bahasa, 2016: 7-8). The provision of financial assistance is intended as a stimulant for schools so that they can become ideal examples of implementing SLM. It is hoped that schools can be creative and innovative and spread it to other schools. Thus, SLM is a stimulant for school members, stakeholders, and the community to jointly own, implement, and make this movement an important part of life (Kementerian Pendidikan & Kebudayaan, 2016: 12-13). This means that SMP and SMA Al Umanaa Boarding Schools, as educational units and field implementers, are given the freedom by the government to be creative and innovative in instilling and developing a literacy culture within their school environment. They are also encouraged to find solutions to cover their costs independently and share their practices with other schools.

### ***Strategy for Instilling a Literacy Culture***

Kementerian Pendidikan dan Kebudayaan (2018:1598) states that strategy is a careful plan regarding activities to achieve specific targets. The recommended strategy for instilling a literacy culture by the Directorate General of Education and Culture of the Ministry of Education and Culture, namely (1) Create a literary-friendly physical environment; (2) Strive for a social and affective environment as a model for literate communication and interaction; dan (3) Strive for the school to be a literate academic environment (Beers, et al. 2009 dalam Kementerian Pendidikan dan Kebudayaan, 2016:12-13; Wardono et al., 2022). The Al Umanaa Foundation outlined the plan and implementation of literacy culture activities at SMP and SMA Al Umanaa Boarding Schools based on the strategies recommended by the Kementerian Pendidikan dan Kebudayaan mentioned above.

#### **Creating a literary-friendly physical environment**

The physical environment is the first thing that school residents see and feel. Therefore, the physical environment needs to appear friendly and conducive to learning. Schools that support the development of a literacy culture should display students' work on display in all areas of the school, including corridors, the principal's and teacher's offices. In addition, student's work is replaced regularly to provide opportunities for all students. Students can also access books and other reading materials in Reading Corners in all classrooms, offices, and other areas of the school. A leadership room with a display of students' work will give a positive impression of the school's commitment to developing a literacy culture.

The Al Umanaa Foundation implements a strategy to create an environmentally friendly physical environment in SMP and SMA Al Umanaa Boarding Schools, through the following creations and innovations.

#### **a. Student Literacy Work Information Board and Response Journal Board**

The Al Umanaa Foundation provides an information board on student literacy work as a means to showcase student works, class projects, or certain achievements, both in the form of fiction and non-fiction, as a product of reading and writing activities. Students often call it *Mading* (Wall Magazine). Apart from aiming to raise interest and awareness about the importance of literacy, this information board is a means of promoting certain events, programs or campaigns, increasing awareness about important issues, such as due dates, upcoming events, or certain rules, helping to illustrate the concept or material being taught, and providing a place for students, teachers, or education staff to share information, suggestions, or experiences. Nevertheless, this information board has not been used as a means to display response articles to the work on display. The provision of board facilities in this open area is to make an effective and efficient place to display student works and provide opportunities for students to read in a relaxed and comfortable manner so that only certain works that are considered the best are displayed in the principal's office and teacher's office.



Picture 1: Student Literacy Work Information Board and Response Journal Board

b. Literacy Corner Area

The Al Umanaa Foundation has not optimized its land to provide a literacy corner area in the open air. What is meant by a literacy corner area is a place to sit at and table in the open air provided for students to carry out the process of reading, discussing, and writing. Several literacy corner areas have been created in collaboration between The Al Umanaa Foundation and the Politeknik Negeri Jakarta Community Service Team (Supriatnoko, et. al., 2023). It is recommended to place the literary corner area close to the wall magazine.

c. Reading Corner Self

In line with Nugroho's opinion that reading corners are the use of classroom corners as a place to collect books from students in each class, the Al Umanaa has begun to reinvigorate reading corner shelves in each classroom (Nugroho et al., 2016). The Al Umanaa Foundation implementing a reading corner program to stimulate students to be much fond of reading and have good thinking power, used as support for the school library collection and belongs to the students themselves, so they can exchange loans with their friends. Nevertheless, there are still more classes where self-reading courses have not been provided.

d. Library

The Al Umanaa Foundation is enhancing its library to support the SLM. The library offers book and reference collections, loan and return services, loan extensions, digital services, and security systems. However, additional facilities like reading rooms, online catalogues, and automatic loan and return services are not yet available.

***Strive for the Social and Affective Environment as a Model for Literate Communication and Interaction***

The social and affective environment is fostered through communication and interaction among all school components. This includes recognizing students' achievements throughout the year. Weekly awards during flag ceremonies appreciate students' progress in academics, attitude, and efforts, ensuring every student has a chance to be recognized. Literacy is also integrated into all major school celebrations through activities like book festivals, poster competitions, storytelling events, and storybook character carnivals. School leaders should actively promote literacy by fostering collaboration between teachers and staff, while parental involvement as literacy volunteers further strengthens the school's commitment to a literacy culture.

The Al Umanaa Foundation implements a strategy to create a social and affective environment as a model of literacy communication and interaction in SMP and SMA Al Umanaa Boarding Schools through the following creations and innovations.

a. Involvement of Students, parents/guardians and the community

Parental involvement aims to raise awareness about the importance of integrated efforts in developing their children's literacy habits. Parents help implement school literacy programs, create reading corners and libraries, and collaborate with teachers and supervisors to conduct literacy activities at home. They volunteer to select appropriate books for their teenage children at the boarding school, contributing to making reading and writing a part of daily life. Businesses and the community support school literacy programs by sponsoring bazaars, book parties, reading festivals, and developing reading facilities. The Al Umanaa Foundation recognizes and appreciates students, teachers, and librarians who excel in literacy development, with special recognition given to students in the weekly King & Queen of the Week activities in Discipline, Cleanliness, Language, and Tahfidz.

b. Students are enrolled in literacy training

Outside of school learning activities, students are given the widest opportunity to choose and take part in training outside of school according to their interests, talents and potential. This training is organized by the schools.

c. Students take part in various competitions

Students are encouraged to participate in various competitions to implement SLM, both externally and internally. These include speech contests in Indonesian, English, Arabic, and Sundanese; English debates and storytelling; short story and poetry writing; Quran recitation; math and earth science contests; poster making; and entrepreneurial proposal competitions. The schools cover competition and accommodation costs, and participation is open to students who meet the school's selection criteria.

d. Students are sent to be delegates to a meeting

Outside of school learning activities, students are selected to be delegates to attend the meetings according to the meeting material. Meeting and accommodation costs are borne by schools. Students included are students who have met the selection requirements set by the schools.

e. Students are sent to be speakers at scientific meetings

Outside of school learning activities, students are given the widest possible opportunity to play an active role by being sent as speakers at scientific meetings. Meeting and accommodation costs are borne by the school. Students included are students who have met the selection requirements set by the schools.

***Strive for the School to be a Literate Academic Environment***

The physical, social, and affective environment is closely related to the academic environment. This can be seen from the planning and implementation of the literacy movement in schools. Schools should allocate enough time for literacy learning. One of them is by carrying out silent reading activities and the teacher reading the book aloud for 15 minutes before the lesson. To enhance the abilities of teachers and staff, they should be allowed to participate in training programs that focus on literacy programs and their implementation.

The Al Umanaa Foundation strives to create a literacy-rich academic environment in SMP and SMA Al Umanaa Boarding Schools through the following initiatives and innovations.

a. Teachers, Librarians, and Other Education Staff

The Al Umanaa Foundation provides training to teachers, librarians and education staff regarding literacy management, teaching methods and facilities and equipment that support students' literacy development because they need to have a deep understanding of how to provide explanations and teach literacy skills effectively. In the educational context, they are expected to become role models for students, especially in the process of getting used to reading books (Sholihah & Trihantoyo, 2023) and to guide new students in understanding literacy learning more quickly.

b. Non-learning books (fiction and non-fiction)



Non-learning books at the Al Umanaa Foundation include reference and enrichment books, both fiction and non-fiction. Fiction books encompass novels, short stories, poetry, drama scripts, epics, myths, folk tales, and religious stories. Non-fiction books cover biographies, motivational and self-development books, philosophy, and practical guides on management, entrepreneurship, and various hobbies like raising chickens and catfish or cultivating melons and mushrooms. The Foundation annually purchases these books and receives donations from students, parents, the community, institutions, and businesses through non-binding collaborations.

c. Literacy Learning Syllabus

The Al Umanaa Foundation aligns its literacy learning syllabus with the national curriculum, supporting local content literacy from grades 7 to 12. This staged approach helps students gradually develop skills to produce written works, such as poetry, short stories, reviews, synopses, Friday sermon texts, speech texts in various languages, papers, research proposals, final assignment reports, and journal articles. The literacy syllabus integrates literacy culture into all subjects, not just the Indonesian language or literature, ensuring that reading, writing, speaking, and listening skills are honed across all disciplines, enabling students to produce written works or simple products.

d. Literacy as a Local Content Subject

The Al Umanaa Foundation is dedicated to implementing SLM in local content literacy subjects, which involve producing work or products from materials studied in other subjects. To support this, a teacher's guidebook is essential for effective literacy learning at SMP and SMA Al Umanaa Boarding Schools. This guidebook, created in collaboration with the Politeknik Negeri Jakarta Community Service Team, serves as a vital resource for teachers (Supriatnoko, et. al., 2023).



Picture 2: School Literacy Movement Guidebook for SMP and SMA Al Umanaa Boarding Schools

e. Time Constraints

Although it was suggested that students engage in silent reading and have the teacher read aloud for 15 minutes before lessons, this could not be implemented due to the student's study schedule from morning to evening. Therefore, the 15-minute reading activity is conducted after the Maghrib prayer.

f. School Literacy Team

Literacy activities involve students, teachers, education staff (librarians, supervisors), and school principals, who all collaborate in the School Literacy Team (SLT) under the coordination of the principals and reinforced by the principal's decree (Kementerian Pendidikan dan Kebudayaan, 2016: 11). Al Umanaa's SLT is responsible for planning, implementing, and assessing programs, ensuring a conducive academic atmosphere that inspires the entire school community to be enthusiastic about learning.

### ***Problems Faced by the Schools***

It was found that the Policy Toolkit (Permendikbud No. 23/2015) was then implemented in the form of the NLM Book, SLM Book, Reading and Writing Literacy Handbook, Numeracy Literacy Handbook, Science Literacy Handbook, Digital Literacy Handbook, Financial Literacy Handbook, and Handbook of Cultural Literacy and Citizenship. Problems arise in cultivating academic activities, particularly in educating new students who come from schools outside SMP and SMA Al Umanaa Boarding Schools, as they generally lack knowledge, understanding, and experience regarding literacy culture. On the other hand, the Al Umanaa Foundation encountered problems in the financing sector. Government supports through School Operation Assistance (BOS, minimum 5% of the funds received by the school) and Special Allocation Funds allocated for the procurement of enrichment books and educational guidebooks ( $\pm 50\%$ ), educational media ( $\pm 30\%$ ), and educational equipment. The aid funds are intended as a stimulant for schools so that they can become ideal examples of implementing SLM. It is hoped that schools can then be creative and innovative to be able to independently finance themselves (Antoro, 2017: 28-29).

The government provides BOS and DAK funds, among other things, for literacy purposes, but because many components must be provided, schools/foundations must try to cover them independently. Apart from obtaining funds from students' parents, the strategy carried out by the Al Umanaa as the solution to provide operational funds is by opening businesses: (1) Koperasi Al Umanaa Sejahtera Mandiri; (2) Al Umanaa Santri Shop; (3) farming and livestock businesses: cultivating vegetables and fruits, laying hen farming, cultivating catfish; (4) producing and marketing smoked catfish, shredded catfish, fish crackers, nugget made from catfish with *Quree* brand (Supriatnoko & Redyanita, 2023), and since February 2024 changed the brand into *Fish n Kids*; (5) collaborating with Bank Indonesia West Java Regional Representative Office as a sharia financing institution and join in "The Sukabumi Project". The Al Umanaa products are marketed, among others, in the Sukabumi area, and some cities on Java island; (6) collaborating with literacy organizations or institutions outside of schools such as public libraries or non-profit organizations that care about literacy.



Picture 3. Camilogi, one of the products of Koperasi Al Umanaa Sejahtera Mandiri Business Unit

### **CONCLUSION**

The study highlights the strategic efforts of the Al Umanaa Foundation in cultivating a literacy culture within its SMP and SMA Al Umanaa Boarding Schools. By implementing the School Literacy Movement (SLM) in alignment with national policies, the foundation has created a comprehensive literacy program that integrates reading, writing, speaking, and listening skills across all subjects. The physical, social, and academic environments have been tailored to support literacy through the establishment of reading corners, student information boards, and an enhanced library system. Additionally, the active involvement of students, parents, teachers, and the broader community has fostered a collaborative effort in promoting literacy. The foundation's commitment to providing non-learning books and creating

a literacy-friendly environment has significantly contributed to the development of students' literacy skills and overall academic performance.

Despite facing challenges such as time constraints and limited external support, the Al Umanaa Foundation has demonstrated resilience and innovation in sustaining its literacy initiatives. The strategic use of available resources, including government funding and community collaborations, has enabled the foundation to implement various literacy programs effectively. The study underscores the importance of a well-rounded approach to literacy that goes beyond traditional classroom learning, emphasizing the role of extracurricular activities, competitions, and community engagement in nurturing a lifelong love for reading and learning among students. The success of Al Umanaa's literacy programs serves as a model for other educational institutions aiming to enhance their literacy culture and improve student outcomes through integrated and sustained efforts.

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