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Kiai's Strategy in Improving Literacy of Students at Mambaul Hikmah Pasar Pon Ponorogo Islamic Boarding School

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ABSTRACT

In Indonesia, literacy levels are relatively low, especially among the younger generation who would rather use gadgets than read. To overcome this problem, innovative literacy programs are needed. At Pondok Pesantren Mambaul Hikmah Pasar Pon Ponorogo, K Fathur Rochman Effendie provides several literacy programs to his students as a strategy to improve santri literacy. This study aims to: 1) analyze the kiai program in improving student literacy at Mambaul Hikmah Islamic Boarding School; 2) implementation of the kiai program in improving student literacy at Mambaul Hikmah Islamic Boarding School; 3) the success of kiai in improving student literacy at Mambaul Hikmah Islamic Boarding School. The method used in this research is a qualitative approach with the type of case study research conducted at the Mambaul Hikmah Islamic Boarding School. This research uses several data collection techniques including interviews, observation and documentation. The data analysis technique used is data condensation, data presentation, and conclusion drawing. The results of the analysis show that the kiai strategy at the Mambaul Hikmah Islamic Boarding School in improving santri literacy includes increasing santri reading interest such as the SABTU program, EPIS, outbound, daily life and book studies. The implementation of this program uses the POAC concept to ensure the smooth running of the program. The success of this strategy is measured through indicators such as the ability to read and write, communicate, think critically and use technology. Some students successfully participated in competitions and produced works such as poetry, articles, short stories and short stories.

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INTRODUCTION

Education is an organization that aims to enhace one's ability and expertise in everything, such as learning, observing, listening, reading, watching, and other things. According to H. Ansori LAL, education can be defined as a comprehensive process of human personality development that includes intellectual, spiritual, emotional, and physical aspects.[1] The Indonesian education world is currently working to improve the quality of its graduation. One important aspect that needs attention is literacy. Education and literacy are closely linked and mutually supportive. Literacy itself is a complex process that involves expanding knowledge, experience, and previous cultural knowledge to acquire new knowledge and better understanding.

But the reality is that Indonesia has a very low level of literacy. The younger generation is starting to read less, they are more likely to practice and surf the virtual world. Based on news from the Language Development and Development Agency, a study in 2021 showed that Indonesia was experiencing an literacy emergency, the increased use of current practice caused a decrease in reading interest. Having good literacy will affect the progress of a country. If it is low literacy, then a country is still a long way to advance civilization.

In light of this situation, there is a need for innovative literacy programs to enhance the literacy levels of the younger generation as a foundation for realizing a quality nation. The Indonesian government is collaborating with schools and is currently working to foster a culture of literacy among students through the School Literacy Movement (*Gerakan Literasi Sekolah*). The Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2015 includes activities that support the program, such as allocating 15 minutes to read non-academic books before starting the learning process.

Many researchers have focused their studies on formal educational institutions such as schools or universities when discussing literacy culture. However, there is still limited research that specifically targets Islamic boarding schools (*pondok pesantren*). The literacy culture within pesantren has deep roots in the history of Islamic dissemination in Indonesia. Unfortunately, it has been rarely studied as the term "literacy" is often considered to be associated only with education in general, such as at universities and schools. However, according to Suharso and Sarbini, *pesantren* is recognized as a special educational institution in the archipelago that greatly values literacy culture.[2]

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[1] H.Ansori LAL, *Tranformasi Pendidikan Islam* (Jakarta: Friska Agung Ihsani, 2008), 1.

[2] Zaini Tamin Ar et al., "Menakar Budaya Literasi di Pesantren; Siginifikansi dan Relevansi Metode Programme for International Student Assessment," FIKROTUNA: Jurnal Pendidikan dan

The literacy culture in Islamic boarding schools (*pesantren*) emerged due to cultural, social, political, and intellectual struggles. Pesantren embodies a literacy spirit rooted in Islamic education that emphasizes humanization. This means that *pesantren* prioritizes the teaching of ethical morals and carries out its educational function with an inclusive paradigm. Consequently, literacy has unconsciously become ingrained in education within *pesantren*, even though the main literature mainly focuses on religious matters. The development of literacy culture has shifted from religious texts to texts with social-economic themes, especially those related to life skills.[3]

In this era, the ability to think, communicate, and master knowledge is crucial for students (*santri*). These abilities constitute the "educational spirit" of *santri* in *pesantren*. Moreover, considering the rapid pace of educational development and the deluge of information through various media, including print media, audiovisuals, and social media, the ability to read and write literacy is highly important. With adequate and solid literacy skills, santri as individuals, communities, and/or nations are less likely to be swayed by the influx of diverse information bombarding them.[4]

The literacy culture of the Islamic boarding school (*pondok pesantren*) is a process of habituation to reading and writing within the boarding school environment. This literacy culture is commanded by the Quran, as stated in Surah Al-Alaq verses 1-5 and Surah Al Qalam verse 218. The definition of literacy in this context is the ability of *kiai/ustadz/pondok pesantren* to access Islamic literature (knowledge) and subsequently engage in critical-analytical selection and evaluation to discover new theories. Ultimately, this enables them to narrate the information or knowledge acquired in the form of literary works such as poetry, novels, dramas, and others. In recent years, many pesantren have recognized the importance of promoting literacy skills among their students and have made efforts to incorporate literacy education into their curriculum. One of pesantren which promote literacy skills among their students/*santri* is Islamic Boarding School Mambaul Hikmah Ponorogo.

Islamic Boarding School Mambaul Hikmah Ponorogo is a traditional Islamic boarding school located in Ponorogo, Indonesia. The school provides a comprehensive Islamic education and offers a variety of academic programs, especially in religious field

Manajemen Islam 13, no. 01 (October 8, 2021): 1793.

[3] Zaini Tamin Ar et al., "Menakar Budaya Literasi di Pesantren; Siginifikansi dan Relevansi Metode Programme for International Student Assessment," FIKROTUNA: Jurnal Pendidikan dan Manajemen Islam 13, no. 01 (October 8, 2021): 1786.

[4] *Ibid,* 1786–1787.

including literacy and creative writing courses. At Islamic Boarding School Mambaul Hikmah Ponorogo, *santri* have the opportunity to participate in various creative writing activities, such as poetry writing, short story writing, and journaling. These activities are designed to help *santri* develop their writing skills, express their thoughts and feelings, and explore their creativity. By engaging in creative writing activities, santri can improve their writing skills, boost their motivation to write, and cultivate a lifelong love for reading and writing. This can be seen from the participation of the students (*santri*) in poetry and article writing competitions, as well as the assignments given by the caregivers in the form of poetry, short narratives, short stories, daily journals, and articles.

The ability to write is a challenge for *kiai* (Islamic scholars) and students at pesantrens (Islamic boarding schools). The *pesantren* tradition, which focuses on reading and understanding the yellow book without vowels, means that students have not been taught to express their ideas and concerns in writing. However, writing skills are essential in producing literary works such as poems, short stories, or novels that can reflect their experiences and views of their environment and society. Therefore, pesantrens need to pay attention to and facilitate their students to learn to write and develop their writing skills to produce constructive and inspiring works.[5]

Based on observation carried out by researchers at the Mambaul Hikmah Islamic Boarding School, there are several strategies adopted by caregivers (*kiai*) as an effort to improve the literacy skills of students through literacy-based activities.These strategies include the procurement of literacy in the palace, the provision of access to reading resources through the library, as well as the application of project-based learning to improve literacy, writing, and critical thinking skills. This is supported by the results of an interview conducted by the researcher on Tuesday, March 5, 2024, which shows that the caregivers of the Mambaul Hikmah Islamic boarding school in Pasar Pon Ponorogo, KH. Fathur Rochman Effendie, organizes several literacy programs for his students with the aim of fostering an interest in reading and writing.

This research aims to 1) analyze the *kiai's* program in creasing the literacy of students at the Mambaul Hikmah Islamic Boarding School; 2) implementation of the *kiai's* program to improve student literacy at the Mambaul Hikmah Islamic Boarding School; 3) the *kiai's* success in improving the literacy of students at the Mambaul Hikmah Islamic Boarding

[5] Wulandari, "Budaya Literasi Pesantren dalam Karya Sastra: Pendidikan Literasi di Pondok pesantren Sains Salman Assalam Cirebon," Jurnal Alwatzikhoebillah : Kajian Islam, Pendidikan, Ekonomi, Humaniora 9, no. 1 (February 5, 2023): 188.

School. Based on the problems and objectives mentioned above, this research is expected to provide benefits and enrich the body of knowledge, particularly regarding character education for reading interest through literacy movement programs in pesantren environments.

RESEARCH METHOD

The approach used in this research is a qualitative approach. According to Bodgan and Tylor, the qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviors. [6] In this qualitative research, the instrument is a person (human instrument), namely the researcher themselves. The human instrument functions to establish the focus of the research, select informants as data sources, collect data, assess data quality, analyze data, and draw conclusions.[7] The location chosen by the author as the research site is the Mambaul Hikmah Pasar Pon Ponorogo Islamic Boarding School, located at Jl. Parang Centung No. 12, Patihan Wetan Village, Babadan District, Ponorogo Regency. The researcher is interested in conducting research at Pondok Pesantren Mambaul Hikmah because the author found an intriguing issue to study and investigate in more depth. One of the author's interests is that besides producing a generation based on spirituality, Mambaul Hikmah Islamic Boarding School also produces a generation based on intellectualism. The activities in the pesantren are not limited to the study of classical Islamic texts, but also include general knowledge studies and training in religious activities.

As for this research model, it's a case study. A case study is a qualitative study whose goal is to find meaning, undergo a research process, as well as acquire a mature understanding of the individual, group or situation being studied. This research is limited by place and time, as well as the case that is studied as a program, an event, an activity, or an individual. The processes and meanings that are highlighted in this type of research are accompanied by the theoretical foundation that is used as a guide to focus research according to the facts in the field.[8]

The techniques used by researchers to gather data are observations, interviews, and documentation. Once the data is collected, the analysis is carried out through three stages:

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[6] Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2009), 4-5.

[7] Sugiono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R&D)* (Bandung: Alfabeta, 2013), 306.

[8] Emzir, *Metodologi Penelitian Pendidikan Kuantitatif dan Kualitatif (Edisi Revisi)* (Depok: Raja Grafindo Persada, 2017), 144.

data condensation, data presentation, and conclusion drawing based on the theories of Miles, Huberman and Saldana.[9] In this case, the researcher will observe the strategies of the *kiai* in improving the literacy of the *santri* at Mambaul Hikmah Islamic Boarding School. The researcher will conduct observations during the literacy movement program. As for the interview technique, the researcher conducted interviews with informants, including KH. Fathur Rochman Effendie as the caverages of Mambaul Hikmah Islamic Boarding School, Tri Wahyuni, Wahzu Kusuma Wardhani, and Lilis Septiana, as the administrators of the *Pesantren*. In addition, the researchers also conducted interviews with several students of Mambaul Hikmah Islamic Boarding School.

The documentation technique used by the researcher includes the schedule page of library visit intensity and the list of library visit intensity by the students of Mambaul Hikmah Islamic Boarding School in Ponorogo to see how enthusiastic the students are in visiting the library to borrow and read books. Additionally, there are several documents related to the implementation of the literacy program at Mambaul Hikmah Islamic Boarding School. With documentation, this supports and adds credibility and evidence of an incident.

The data validation technique in this study uses data triangulation. Triangulation attempts to verify the accuracy of data and compare it with data obtained from other sources, at different phases of research in the field, at varying times with three kinds of testing techniques that utilize uses, data sources, methods, and theory.

RESULT AND DISCUSSION

Kiai's Program to Improve Students Literacy at Mambaul Hikmah Islamic Boarding School

Strategy is the decision and action taken by the leader in improving the performance of the company or organization. Strategies are also defined as an attempt to optimally utilize the resources of the organization to long-term goals requiring actions and decisions from the leader. In an attempt to improve literacy, strategies are needed in its implementation. Just like it was done at the Mambaul Hikmah Islamic Boarding School.

In general, the definition of literacy is something that relates to the activity of reading and writing. A person who has sufficient literacy, then can process the information acquired so that it can increase knowledge and life skills. The Mambaul Hikmah Islamic Boarding School has a literacy program that emphasizes reading and writing skills.

[9] Johanny Saldana Matthew B. Milles, A. Michael Hubberman, *Qualitative Date Analysis A Method Source Book* (USA: Sage Publication, 2014), 12.

In everyday life, important literacy mastery is done to nurture the skills you possess. These skills can complement each other if one can master literacy and organize information that can contribute to life's success. With that in mind, one of the skills that this generation must have is to be literate. This means literacy skills (reading and writing) will be superior to oral skills (listening and speak). A high level of knowledge greatly affects the absorption of a variety of information relevant to everyday life (competition). By possessing so much information, one can not only live his life but also enjoy it and contribute to the progress of his country.

From this understanding, literacy is contextual, which means not only reading and writing but also responding to the environment. Literacy of a person is directly compared to the improvement in his ability to draw conclusions and grasp the surroundings. In this way, knowledge in society increases. Literacy will also enable one to make a critical assessment of the phenomena faced.

Literacy itself is also not only in the form of writing (text), but also in the form of situations or conditions experienced at that time (contextual). As conveyed by the caregivers of the Mambaul Hikmah Islamic Boarding School, KH. Fathur Rochman Effendie: "As in the revelation of the Prophet Muhammad SAW the first time it came down was '*Iqra*' (read). The meaning of the sentence reading there is not only reading the text but also the ability to read contextually, meaning criticizing the situation. Therefore, a good reader is to have a broad literacy so that it has an established and critical social analysis so that it can read the situation in depth. So when reading it is not only based on the text, but what is behind the text that appears then he must have insight called in depth (the ability to explore the issue / multi-layered study of an issue). That is what underlies the criticality of a *santri*. So then there is a vehicle for *batsul masail* (solving a problem and finding a solution to a problem). It is impossible to achieve a comprehensive solution to a problem if you do not do sufficient literacy or comprehensive literacy."[10]

As an institution of Islamic education that is growing today with all its uniqueness, the goal is to give birth to a clergyman who has knowledge, both religious and general science, and noble morality. Caregivers of Mambaul Hikmah Islamic Boarding School, KH. Fathur Rochman Effendie wants his sisters to have the ability to deepen the science of religion (*tafaqquh fiddiin*) and also to study general science so as not to fall behind with the current

[10] Based on Interview with KH. Fathur Rochman Effendie (on Monday, March 5 2024 at 21.30 P.m)

development of the times. He balanced between learning religious science with general science because most of the sisters in the Mambaul Hikmah Islamic Boarding School have the status of students.

There are several literacy programs implemented at Pondok Pesantren Mambaul Hikmah Pasar Pon Ponorogo including the SABTU program (Sadar Baca dan Tulis), EPIS (Enlightment Pasar Pon Institute), outbound / nature study, and holiday assignments (daily life). As said by Tri Wahyuni, as the head of Mambaul Hikmah Islamic Boarding School in the interview description: "The programs implemented to improve literacy at PPMH are the SABTU program, EPIS, outbound, and holiday assignments (daily life)."[11]

There is a literacy program at the Mambaul Hikmah Islamic Boarding School that aims to raise the interest of centri literacy so that it can support its success in the future. As for the literacy program carried out at the Mambaul Hikmah Islamic Boarding School is MDH (*Membaca, Diskusi, Healing*):

1) Reading (*Membaca*)

   Reading is an important pillar in literacy, therefore the young generation should be encouraged to experience it regularly and in depth. It will involve reading materials of various genres, such as newspapers, novels, comics, magazines, films, reference materials, websites, and others.

2) Discussion (*Diskusi*)

   Discuss the text together actively what has been read and encourage the centre to think deeply about the ideas contained in the text.

3) Healing (*Healing*)

   Uses healing as an attempt to enhance human resources. One of those healing is a study library. Then involve the centers in large numbers and encourage the mergers to dive and explore the text. From here comes the realization that libraries and reading are relaxing and give rise to movement called SABTU (Reading and Writing Awareness) on Saturday as a new awareness as a student at the Mambaul Hikmah Islamic Boarding School.

Implementation of The *Kiai's* Program in Improving Student Literacy at Mambaul Hikmah Islamic Boarding School

In its implementation, literacy activities have three stages, namely the planning stage, the implementation stage, and the evaluation stage. These stages are carried out to provide

[11] Based on Interview with Tri Wahyuni (on Friday, March 8 2024 at 12.30 A.m)

instructions or information so that the activities run smoothly and can achieve the desired goals. As stated by the caregivers of the Mambaul Hikmah Islamic Boarding School, KH. Fathur Rochman Effendie: "So in this literacy activity we apply what is called POAC, namely Planning, Organizing, Actuating and Controlling. In an activity the key is planning or planning, because failing in planning is the same as planning for failure. This planning must be mature so that the desired goals can be achieved. After the plan is mature, then there is such a thing as organizing or organizing. Here we share tasks in the implementation of activities so that they can be organized. We also make rules for implementing activities so that activities can run effectively, conducive, and not chaotic. After the planning has been done and the activities have been organized, all that remains is to execute the activities. We instruct all students to follow these activities in accordance with the rules that we have made before. Then at the end of the activity we carry out control or evaluation of the activity to correct if there are shortcomings and then improve it so that the objectives of the activity can be achieved."[12]

Read and write literacy is the knowledge and skills necessary to read, write, research, process and understand information, analyze, understand and use written texts to a purpose, develop understanding of knowledge, potential and role as well as in the social environment. The literacy program held by the caregivers at the Mambaul Hikmah Islamic Boarding School includes the program SABTU (Reading and Writing Awareness), EPIS (Enlightment Pasar Pon Institute), outbond, holiday assignment, and book study.

Each of these activities has almost the same concept and is still continuous with each other. The Reading and Writing Awareness (SABTU) will be held on Saturday at the library "Suluh Libraryan" of PPMH starting from 08.00-10.00 WIB. In following the activities of SABTU, the governor must also pay attention to the orderly arrangements that have been agreed by the members of the reception house. The SABTU (Reading and Writing Awareness) rules in force at the Mambaul Hikmah Islamic Boarding School consist of filling in the library entries and cell phone arrangement. Before entering the central library fill in the entries first, then all mobile phones are collected in the locket. There should be no crowds, let alone cell phones. This activity stops the human oral concept from being written. If there's a clergyman who finds a crowd, he'll be removed from the library room. So, inside the library gives culture silent and only sounds music. The regulations and order of the library

[12] Based on Interview with KH. Fathur Rochman Effendie (on Monday, March 5 2024 at 21.30 P.m)

are intended to guarantee the convenience of the visitors of the libraries and can support the operational activities of libraries. The whole century read one book in the library and then wrote a summary of the book. The outcome of the summary was then presented and discussed in the EPIS activities on Sunday.

Then for the outbond implementation, the centers are invited to heal together to enjoy the beauty of nature and then write what they feel in the form of poetry, quotes, or short narration according to the choice of each centers that will then be published in their social media. For each holiday, they are assigned tasks according to a given theme, for example, writing about something interesting in their neighborhood and then make a short narrative of the dissertation with photographs documentation and upload in a WhatsApp group that is then published by the caregivers through Facebook. From the implementation of some of the above literacy programmes, nurses also often organize writing competitions on their mother who then give rewards to the mother whose writing is interesting with the aim that the other mother is also interested and motivated to develop literacy competence.

Picture 1. Reading and Writing Awareness in the "Suluh Libraryan"

Picture 2. Library visit attendance list

DAFTAR HADIR
PERPUSTAKAAN "*SULUH LIBRARYAN*"
PONDOK PESANTREN MAMBAUL HIKMAH

No.	Nama	Februari 2024			Maret 2024		
		10	17	24	2	9	16
1.	Ahmad Fairin	✓	✓	–	✓	✓	✓
2.	Aisah	✓	✓	✓	✓	✓	✓
3.	Amanda Dwi Hirlana	✓	–	✓	✓	✓	✓
4.	Amanda Utsaintan Khasanah	✓	✓	✓	✓	✓	✓
5.	Arina Diyas Sa'adah	✓	✓	✓	✓	✓	✓
6.	Firia Puji Arma Dewi	✓	✓	✓	✓	✓	✓
7.	Galih Jaya Dewata	✓	✓	✓	✓	✓	✓
8.	Giya Ayu Lamati	✓	✓	✓	✓	✓	✓
9.	Hadnaida Wahdah Berliana	✓	✓	✓	✓	✓	✓
10.	Ilham Nur Muhammad An-Siddiqi	✓	✓	✓	✓	✓	✓
11.	Karina Tri Rahayu	✓	✓	✓	✓	✓	✓
12.	Khoirun Ni'mah	✓	✓	✓	✓	✓	✓
13.	Khoirun Nisaak	✓	✓	✓	✓	✓	✓
14.	Laila Fri Arindani	✓	✓	✓	✓	✓	✓
15.	Lilis Septiora	✓	✓	✓	✓	✓	✓
16.	Lutfia Zahra	✓	✓	✓	✓	✓	✓
17.	Nichelas Andriano Widode	✓	–	–	✓	✓	✓
18.	Roudhoral Nurhjamh	✓	✓	✓	✓	✓	✓
19.	Septian Kurnia Gandhi	✓	✓	✓	–	✓	✓
20.	Tri Wahyuni	✓	✓	✓	✓	✓	✓
21.	Wahyu Nur Hidayah	✓	✓	✓	✓	✓	✓
22.	Wahyu Kurnana Wardhani	✓	✓	✓	✓	✓	✓
23.	Wanda Ilamalia	✓	✓	✓	✓	✓	✓
24.	Widi Astati	✓	–	✓	–	✓	✓
25.	Zahidah Bashirourrohmah	✓	✓	✓	✓	–	✓
26.	Zahra Laila Manawarah	✓	✓	✓	✓	✓	✓

Picture 3. Enlighment Pasar Pon Institute (EPIS)

Picture 4. Outbond

Picture 5. Daily Life

Kiai's Success in Improving Students Literacy at Mambaul Hikmah Islamic Boarding School

As a literacy-based gymnasium, of course all the activities carried out at the Mambaul Hikmah Islamic Boarding School are literacy related, such as reading, writing, and discussing. The activity uses the library as a means of developing literacy skills. This is in line with Abu

Maskur's view that the advancement of Islamic civilization in an educational institution such as a library is supported by libraries. In this way, students can do reading activities and have a daily reading list. By continuing to do the literacy activities of centri in the Mambaul Hikmah Islamic Boarding School can create a positive change for centri. There are also many people who are motivated to read books at any time and are also motivated for the literary race like poetry and short stories. There are people who have created works of writing, essays and poems. It is proven by the work of Mambaul Hikmah Islamic Boarding School who has followed a poetic race, the poetic anthology entitled Aksara Dusta. Through literacy activities, the planned goals can be achieved. Everything starts from the habit of reading, then the information obtained through reading will be inserted into the text through critical and logical thinking. People who love reading will acquire new knowledge so that new ideas of writing are born. This success has had a positive impact on the hostel and the other hostels. With this, literacy activities in the Mambaul Hikmah Islamic Boarding School have a good influence on centri literacy skills.

According to UNESCO, there are several indicators used to measure literacy success that include:

1) Reading and writing ability Understanding and using written information in a variety of contexts;
2) Ability to communicate effectively in various forms of text;
3) Critical thinking ability Critical analysis and evaluation of information;
4) Creative ability Producing creative texts in various genres;
5) Ability to use technology Using information and communication technology (ICT) to access, process, and generate information.

Based on the indicators above, the results of the data findings during the research are as follows: the first indicator is that students' interest in reading and writing has increased after participating in the literacy program and students can not only read textually, but also contextually (read the conditions around them). The second indicator can be seen in the students' ability to understand work written by other people and then create their own work. The third indicator is the students' critical thinking ability which is proven by the students being able to convey their ideas and thoughts, the students being able to understand information and the students being able to solve problems and make better decisions. The fourth indicator is the creative ability of students, students are able to produce written works such as poetry, quotes, articles, and so on. The final indicator is the students' ability to use

technology, students take advantage of technological developments through their respective social media accounts such as WhatsApp, Facebook, Instagram, and so on to publish their work.

Picture 6. The students' work when participating in the writing competition

SERTIFIKAT

NOMOR. 09.002/ISNU-PO/X/2020

diberikan kepada

Amanda Dwi Fitriana

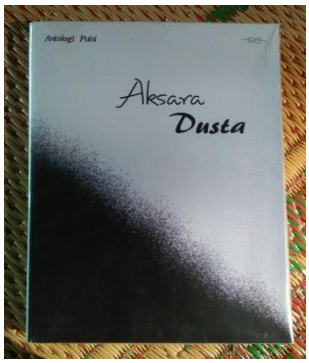
atas partisipasi sebagai

PESERTA

Lomba " Penulisan Artikel Populer " dalam rangka peringatan hari Santri 2020 yang diselenggarakan oleh PCNU Ponorogo dan PC ISNU Ponorogo pada bulan Oktober 2020

Dr. H. Tatchul Aziz, MA
Ketua PCNU Ponorogo

Dr. Abid Rohmanu, M. HI
Ketua PC ISNU Ponorogo



CONCLUSION

From a series of descriptions that have been studied and analyzed can be concluded three things in accordance with the formula of the research problem is as follows: Strategies in increasing literacy centri in the Mambaul Hikmah Islamic Boarding School namely the first centri should increase his interest in reading first then the second by organizing several programs among them SABTU (Reading and Writing Awareness), EPIS (Enlighment Pasar Pon Institute), outbond, holiday assignment/daily life, as well as the study of books. The implementation of this program in improving literacy has almost the same concept, with the same goal of cultivating literacy spirit towards literacy, critical thinking, analysis of information, sharpening the ability of literacy to develop their skills in the world of literature, as well as preparing literacy for a qualified generation. In its implementation it also uses the concept of POAC (Planning, Organizing, Actuating, and Controlling) so that the implemented program can be structured properly. Their success in improving literacy can be seen through measurement and evaluation based on indicators that have been made by the researchers. As for the indicators used, such as reading and writing skills, communication skills, critical thinking skills, creative skills, and the ability to use technology. The result of the literacy program is that some centers take the writing race and produce works such as poetry, articles, short narratives, and short stories.

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