

Literacy Movement Read Al-Quran through Habits of Reading Fifteen Minutes Every Day

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Abstract. The content of multicultural education in curricula in Elementary School or Madrasah Ibtidaiyah is an integral part of strengthening character education, one of which is religious attitudes which are part of the superiority of religiously labeled Madrasah Ibtidaiyah. One of the excellent programs offered is facilitating graduates to read and memorize short letters in juz 30 Al Quran. This paper will talk about the implementation of the Al Quran Literacy Movement as a flagship program in a private Madrasah Ibtidaiyah. The located in Kembaran District, Banyumas Regency in increasing students' reading interest through a fifteen minute reading habit every day before the loesson begins. Literature study is a method used to describe the importance of the Al-Quran Literacy Movement to improve religious attitudes and establish habituation to students who must to do continue it every day in class before learning begins. This habit is expected to form gradually and in the future can be entrenched.

Keywords: Literacy Movement read Al Quran, Religious Attitude

INTRODUCTION

Elementary School or Madrasah Ibtidaiyah as education providers, equipped with a curriculum which various subjects are taught. The curriculum is a set of plans and arrangements regarding the purpose, content and material of the lesson, as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals [1]. Specific objectives include the objectives of National Education and conformity with the diversity of the community, the environment, the conditions and potential of each region. The dynamics of curriculum change in schools or madrasas are not a stranger in the world of education. Post-multicultural education reforms increasingly have a place to be developed in the education curriculum in Indonesia. The development became an alternative means of solving conflicts which during the new order era was widespread, the multicultural education

approach could also stem the flow of globalization that made students deprived of their cultural roots [2], [3], [4].

Related to the implementation of the content of multicultural education in curriculum development in elementary school or madrasah ibtidaiyah basically it has been explained in the philosophical foundation of the curriculum in Indonesia that students are inheritors of creative national culture. In view of this philosophy, the achievements of the nation in various fields of life in the past are something that must be contained in the curriculum content for learners. The educational process is a process that provides opportunities for students to develop their potential into rational thinking skills and academic brilliance by giving meaning to what is seen, heard, read, learned from cultural heritage based on meanings determined by the cultural lens and according to the level of maturity psychological and physical maturity of students [5].

The implementation of multicultural education by issuing a regulation on character education strengthening [6]. The character education strengthening movement is expected to bridge students with cultural characteristics in learning and be prepared to face the era of change and 21st century skills. The task of teachers in addition to transferring knowledge also strengthens the character of students by internalizing the main values of religious, nationalism, independence, mutual cooperation shake and integrity in every learning activity carried out. Character education in schools is a vital necessity so that the next generation can be equipped with basic abilities that are not only able to make it life-long learners as one of the important characters to live in a global information age, but also able to function with positive participation, both as individuals, family members, citizens, and citizens of the world [7].

Madrasah Ibtidaiyah as a school has a religious label certainly has a characteristic that distinguishes it from school in general. The purpose of education is directed not only to the achievement of basic competencies in the curriculum, but also to equip the graduates with a qualified foundation of character, one of them is the character of diversity (religious). Good character in students is a very

important thing to be developed and established early in the education unit level. The existence of Madrasah Ibtidaiyah as a religious school in reality competes with elementary school in terms of getting students. Each school competes in creating and realizing superior programs to increase the value of its graduates. This is all done for the continuity of the school and obtaining the trust of the community in determining the right school for their children.

Strengthening character in curriculum development is an opportunity for schools to develop superior programs. The schools must be able to read opportunities in determining superior programs and adjust them to government programs. The School Literacy Movement as part of a government program to increase reading interest in elementary students is a movement to form reading habits as a result of the tendency of people, especially children now, to tend, to play games rather than reading [8]. The School Literacy Movement is a program as a government effort to maximize student literacy skills by integrating literacy with the learning curriculum. This program was born as a government effort to improve the quality of reading power of Indonesian people based on the results of the International Reading Literacy Study Progress (PIRLS) revealing the results of the study of literacy rates for elementary school students in Indonesia in 2011 ranked 41 out of 45 countries. The Organization for Economic Cooperation and Development / OECD in terms of the Program for International Student Assessment (PISA) in 2015 claimed Indonesian students were at the 62nd level with a score of 397 (OECD average score 496) with the number of participants, 72 countries.

That is shows the low interest in reading Indonesian students. Based on observations in several Madrasah Ibtidaiyah in the Kembaran sub-district, Banyumas district about the implementation of School Literacy Movement so far is still limited to reading story books and its implementation has not been maximized and is not programmed. This requires innovation in the implementation of School Literacy Movement in order to obtain more value for the school. If that is associated with the concept of multicultural education, the literacy movement read Al Quran can be used as an innovation solution that can be applied in Madrasah Ibtidaiyah in increasing Al Qur'an reading interest which is part of the planting of religious attitudes towards students. Reading activities in two things, namely Reading Books and Reading Al Quran. By reading a book it will become a habit and will shape the character of the child, while reading the Koran to form their IQ, EQ and SQ [9]. The results of the research conducted by Ahsin [10] have a Qur'anic relationship with the formation of characters, elements of intelligence and morals. "Reading the Quran must ablution first, be polite, after a long time

will be formed the character of the transgression of children,".

This program was born as a school concern in addressing the conditions that exist in the field and to answer the problems experienced by students who prefer playing gadgets (online game addiction among children) rather than reading and studying religion. In addition, the interest of the community in finding elementary students that can provide graduates besides mastering knowledge in general can also read the Quran, especially the reading of letters for five daily prayers and as a provision for the religion of children entering the age of *baligh*. In this paper, we will discuss the implementation of the Literacy Movement Read Al Quran program in a private Madrasah Ibtidaiyah in Kembaran sub-district, Banyumas district which is conducted fifteen minutes every day before classes begin in grades 1 to 6.

DISCUSSION

1. The Literacy Movement Read Al Quran as the Cultivation of Reading and Character Culture

Reading is a complex activity that requires a large number of separate actions, including the use of understanding, imagination, observation and memory [11]. Narrow reading is an activity of understanding the meaning contained in the writing and broadly reading is a critical-creative reading process that is carried out by the reader to obtain a thorough understanding of the reading, followed by an assessment of the condition, value, function, and impact of the reading [12]. Reading just not looking at a collection of letters that have formed words, groups of words, paragraphs and discourses, but more than that that reading is an activity of understanding and interpreting symbols / signs / writings that are meaningful so that the message conveyed by the author can be accepted by the reader [13]. Children develop knowledge about reading, writing and learning before elementary school or called early literacy and are a key factor for school readiness [14]. Emphasis on the information text for teaching reading can turn into an opportunity to reposition the importance of social studies in elementary school days [15].

In 2013 the Ministry of Education and Culture [16] launched a school literacy movement to assist students in fostering a culture of reading and writing in the school environment. This school literacy movement is strengthened by the movement of cultivation of character [17]. The implementation of school literacy movement in elementary students is carried out in the activity of reading 15 minutes of non-lesson books before the study time begins. This activity requires students to read a book for 15 minutes every morning before the start of class. Books that are read in addition to subject books. Reading material contains values of character, in the form of local, national and global wisdom delivered

in accordance with the development of elementary students. The aim of this program is to increase reading interest in children, build intrinsic motivation so that students who enjoy reading do not need to be encouraged to read [18].

The principles of reading 15 minutes before learning at Elementary School or Madrasah Ibtidaiya are as follows: a) Books read / read are reading books, not textbooks; b) books that are read / read are books that are of interest to students. students are allowed to read books brought from home; c) reading or reading a book of habituation is not followed by the tasks of memorizing the story, writing a synopsis, etc.; d) book reading activities at this stage of habituation can be followed by informal discussions about books being read, or fun activities related to books that are read when time permits. Responses in these discussions and follow-up activities are not assessed or evaluated; e) book reading activities at this stage of habituation take place in a relaxed and pleasant atmosphere [19].

Madrasah Ibtidaiyah as a school with a background in Islamic religion has the opportunity to emerge a superior program of planting reading culture and religious characters, one of which is the Literacy Movement read Al Quran. Literacy Movement Read Al Quran is a habituation program in the curriculum in Madrasah Ibtidaiya. This program is a development of School Literacy Movement that is applied in schools in general, whose implementation is 15 minutes before learning begins. Birth of School Literacy Movement is a school concern in addressing the conditions that exist in the field and to answer the problems experienced by students who prefer to play gadgets (online game addiction among children) rather than reading and studying religion. Educating the use of good gadgets by educators needs to be applied to students so that they are not misused for negative things. Educators tend to regard digital media education as a series of purely technical operations, which can cause learners to learn digital media for meaningless work. If the habit is allowed, it is feared that it will have a negative impact on the character formation of students in the future [20]. In addition, the needs of the people who want their children in addition to mastering knowledge in general also want their children to be able to read and write the Quran as a provision for children to carry out their religious obligations during *baligh* times. Al Quran is a source of intellectual and spiritual spirituality. Al Quran is the main source of inspiration for Muslim views about the integration of science and spiritual knowledge. This notion of cohesiveness is a consequence of the idea of the integration of all types of knowledge [21].

2. Implementation of The Literacy Movement read Al Quran Program in Madrasah Ibtidaiyah

The concept of good school culture must be balanced between inner and outer cultures, so that it school is fun. Schools will be qualified if the school culture is developed in all schools, namely from school principals, teachers, education staff, and students. Both inner and outer school culture must be a culture for all school people. Discussing the problem of education in schools, certainly not enough just to pay attention to the subject matter, the availability of books, facilities and infrastructure. Schools need to pay attention to how good culture must be built together with school residents. Therefore, educators must develop curricular and pedagogical programs to equip students with cross-cultural skills [22]. Education developed should accommodate the local values of society [23].

Address of Madrasah Ibtidaiyah Muhammadiyah Kramat at Kramat village, Kembaran sub-district, Banyumas Regency, has the opportunity that to gain the trust of the community in sending their children to school, it is deemed necessary to implement Al-Qur'an reading programs that are carried out fifteen minutes before the learning process between 07.15 to 07.30 everyday. This program is programmed for each grade level. The implementation of the Literacy Movement Read Al Quran program was integrated with the Write Quran Reading subject curriculum and Islamic Education.

The advantages of this program from class I begin from the basic of recognizing hijaiyah letters and mentioning them one by one until students memorize the letters. In class VI they can read short letters smoothly and memorize a few short letters in juz 30 Al Quran. The concept of learning in class I to class III is assisted by Iqra volumes 1 to 6. The Iqra book was chosen as a source of reading because it was considered the most easily understood by students in learning to read the Koran. Students have a higher level of understanding both when they can choose their own books and when they read silently [24].

The Literacy Movement Read Al Quran program is carried out using the Al Quran reading method in classes I to VI which is done by reading aloud and loudly in a classical manner guided by the class teacher, then students read independently. This learning pattern is like that done by reference [25] in his research which provides support for the practice of reading aloud to continue through the acquisition period and read independently. Reference [26] explains that child-centered reading strategies such as speaking, dictating and writing must be the main focus of teaching for students with low literacy achievements to enable students to meet curriculum demands. The following is a table of achievements of the literacy movement read Al Quran program for each class,

Table 1. Achievement of the literacy movement read Al Quran Program for Madrasah Ibtidaiyah Levels

Classes	Curriculum Contents	Literacy Movement Read Al Quran Program
I	Q.S. Al-Fatihah, Q.S. Al-Ikhlash, Q.S. Al-'Alaq	Iqra' volumes 1 and 2
II	Q.S. An-Nas, Q.S. Al-'Ashr	Iqra' volumes 3 and 4
III	Q.S. An-Nashr, Q.S. Al-Kautsar	Iqra' volumes 5 and 6
IV	Q.S. Al Falaq, Al-Ma'un dan Al-Fil	Readings, meanings and memorization of short letters in juz 30 Al Quran
V	Q.S. Al-Maun dan Q.S. At-Tin	
VI	QS. Al-Kafirun	

In the table above the implementation of reading the Quran with the concept of 1 week 1 short letter, except certain letters that can be done more than 1 week. In schools that hold the literacy movement read Al Quran program Al-Quran reading cards are provided for each class. The card is used as a control of the development of reading which will be initiated by parents and teachers. In class III to VI, in addition to students being able to read short letters, students will also test memorization of certain letters, all of which are recorded on the cards of the Al-Quran reading cards. The process of reading letters repeatedly for each day for one week makes it easy for students to memorize the letters themselves. On certain days when students are ready, students may submit a memorization test in front of the teacher. The teacher's job is to assess and initial the card. While parents can see the development of reading together with the meaning and memorization of short letters in Juz 30 Al Quran on cards that have been given initials by the teacher. literacy movement read Al Quran activities encourage the participation of parents and teachers in guiding and supervising the development of students in reading the Quran. Literacy Movement Read Al Quran activities if carried out continuously and programmed will make students accustomed to and naturally like reading the Quran. So that these activities can be entrenched in individual students.

CONCLUSION

The literacy movement read Al Quran is a habituation program in the curriculum in Madrasah Ibtidaiyah. Which is the development of School Literacy Movement that is applied in schools in general. The literacy movement read Al Quran is carried out 15 minutes before learning begins. School Literacy Movement was born as a school

concern in addressing the conditions and problems experienced by students who prefer to play gadgets rather than reading and studying religion and the needs of people who want their children besides mastering science in general also want their children to be able to read and write the Koran especially reading letters for five daily prayers as provisions for children to carry out their religious obligations during baligh.

The Literacy Movement Read Al Quran program is carried out using the Al-Quran reading method in classes I to VI Madrasah Ibtidaiyah which is done by reading aloud and loudly in a classical manner guided by the class teacher, then students read independently. The advantages of this program from class I begin from the basic of recognizing hijaiyah letters and mentioning them one by one until students memorize the letters. In class VI they can read short letters fluently together with their meanings and memorize some short letters in juz 30 Al Quran. The literacy movement read Al Quran activities encourage the participation of parents and teachers in guiding and supervising the development of students in reading the Quran and can shape the Al-Quran reading culture among students. This program can be used an innovation for the excellence of schools with the background of Islamic religion.

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