

15 Minutes Reading Program in *Ma'arif* Islamic Senior High School

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Abstract

This study is aimed to find out the school literacy program which has actually been promoted by the government since 2015 in *Ma'arif* Islamic Senior High School, Karangrejo. The fact that the program has been running the program for 2 years brings question whether the program is in line with the government or not. Moreover, social practice in the schools is also interesting to be explored. Purposefully, it is considered to develop students' and teachers' literacy practice in terms of reading various kinds and genres of books. In particular, 32 first grade students, 29 second grade students, and 30 third grade students of the Senior High School, also 5 "local-course" teachers, 2 Indonesian language teachers, 2 Arabic teachers, and 1 English teacher have been interviewed. Additionally, the 15minutes reading program in every class has been observed. The information collected represents the data to be analyzed. This research is conducted using descriptive qualitative method to determine the data. Based on the findings and the discussion, this research figured out that the literacy program in this school is not centered to the government's guidance.

Keywords: School literacy program, 15 minutes reading, Islamic High School

Abstrak

Penelitian ini bertujuan untuk mengetahui program literasi sekolah yang sebenarnya telah digalakkan pemerintah sejak tahun 2015 di Madrasah Ibtidaiyah *Ma'arif* Karangrejo. Fakta bahwa program tersebut telah berjalan selama 2 tahun menimbulkan pertanyaan apakah program tersebut sejalan dengan pemerintah atau tidak. Selain itu, praktik sosial di sekolah juga menarik untuk dieksplorasi. Tujuannya adalah untuk mengembangkan praktik literasi siswa dan guru dalam membaca berbagai jenis dan genre buku. Secara khusus, 32 siswa kelas satu, 29 siswa kelas dua, dan 30 siswa kelas tiga SMA, serta 5 guru kursus lokal, 2 guru bahasa Indonesia, 2 guru bahasa Arab, dan 1 guru bahasa Inggris telah diwawancarai. Selain itu, program membaca 15 menit di setiap kelas telah diobservasi. Informasi yang dikumpulkan mewakili data yang akan dianalisis. Penelitian ini dilakukan dengan menggunakan metode deskriptif kualitatif untuk menentukan data.

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Berdasarkan temuan dan pembahasan, penelitian ini menemukan bahwa program literasi di sekolah ini tidak terpusat pada arahan pemerintah.

Kata Kunci: Program literasi sekolah, membaca 15 menit, Madrasah Ibtidaiyah

A. Introduction

It has been widely known that one of the most popular programs promoted by the government to increase people's attention about literacy social is started in school labeled as *15 minutes reading* program (Antasari, 2017). *Ma'arif* Islamic Senior High School, Karangrejo has just existed since 2021 in a small village consisting of societies with a very low disposition and enthusiasm in formal education, specifically reading. In fact, this institution entailing three grades of junior high and three grades of senior high have many students from various areas around. The interesting thing about this school is that the school literacy program (*15 minutes reading*) has been running since very first time it existed. Furthermore, literacy has variety of dedications (Cumming & Wyatt-Smith, 2001); the activities of the program are expected to achieve particular purposes such as peace, religious practice, and new knowledge. However, the purpose of literacy programmed by the government is not simply to achieve anything related to moral and spiritual goals; education, science, and literature values, also attentiveness in literacy also need to be developed. (Wiedarti et al., 2016)

Therefore, this research is aimed to find out whether the program is in line with the government or not. In addition, responses of teachers and students are also conducted; in purpose to figure possibilities that might be appeared to improve the school literacy program in this institution.

B. School Literacy Program

School literacy program is promoted in purpose to develop students' reading and writing accomplishment in various aspects. (Wiedarti et al., 2016) Low interest in reading probably caused by cultural heritage related to oral communication. (Purwanto, 2007) Other than that, school curriculum or traditional teachers give very constricted time in dealing with written skills. (Kurniawan, Sriasih, & Nurjaya, 2017) Therefore the *15 minutes reading* is stimulated.

In link to Indonesian government's school literacy program, which is known as *Gerakan Literasi Sekolah* (GLS), formal educational institutions is expected to run the program with particular goals and specific procedures. The details content about these have been mentioned in the guidelines provided by the government. The general objective of the program is to develop students' character in terms of cultural and habitual activity; so that

they become lifelong learners. To be more complex, this refers to cultivate literacy in school, increase people's capacity and school environment to be literate, create fun learning environment in school, and facilitate students to keep learning. These represent four points in 'nine priority agendas' by Nawacita; those are (5) increase Indonesian's civilization; (6) increase public's productivity and international affordability; (8) revolutionizing nation's characters; (9) reinforcing diversity and strengthening Indonesia's social restoration. (Wiedarti et al., 2016)

Furthermore, three procedures have different aims. The first procedure is *Tahap Pembiasaan* (habituation phase). It is aimed to improve students' reading interest outside classroom, reading comprehension, self-confidence as good readers, and reading sources. This phase is detained by facilitating and developing physical environment, such as non-textbooks (novels, short stories, magazines, comics, etc.); reading corner in classrooms; posters related to the importance of reading. In addition, assessment, assignment, and pressure are not supposed to be given to students; this phase happens in ease situations. The second procedure is called as *Tahap Pengembangan* (Improvisation phase). This procedure is expected to develop students' oral and written responses towards the read book, construct interaction among students also teachers about the read book, encourage students to think critically, analytically, creatively and innovatively, and engage students to correlate the read book to their real life. To be more specific, after the reading section, students are given simple assignment or short presentation about what they have read. The final procedure is *Tahap Pembelajaran* (Learning phase). This has purposes to habituate students in understanding book and connecting to their real condition, practice their critical thinking, train and advance students' communicative ability by responding verbally and non-verbally the read books. This phase is getting specific and clear about the target to achieve; kinds of book, total books for different levels of students, and academic assessment.(Wiedarti et al., 2016)

C. Methodology

This research uses descriptive qualitative to answer the research question. Newman and Benz stated that qualitative method is used when the research aims to develop a theory that will explain what was experienced by observing and interpreting reality.(Newman & Benz, 2006) Specifically, in this study, the data is collected from interview and observation done in the classes. The interviewees are five "local-course" teachers, two English teachers and three Indonesian language teachers, also ten students from each grade of the Senior High School. Furthermore, the observations have been done in first, second and third grades of the

senior high school; the researcher came to each class every morning, during the 15 minutes reading program was running, for a week. In addition, detail guidelines and checklists for the expected implementation of school literacy program are provided in the guidebook by the government. Therefore, those are used by the researcher to design the interview guidelines and the observation checklist

D. Discussion

School literacy practice applied in 15 minutes reading program in this institution has been running for years; long ago before the promoted program by government arises. The name of the program is *pembiasaan (Muatan Lokal)*, means school intern program beyond course schedule or teaching and learning activity by teachers. The *Mulok* is scheduled like other main subjects; *Tashrif*, *Ta'limul Muta'allim*, *Amsilati*, *Mabadi Fiqih*, *Fasholatan*, and *Al-Qur'an*. Students in each class read the books accompanied by particular teachers who have knowledge and skill related to the *Mulok* materials, except for reading *Al-Qur'an*; as all teachers are involved.

To explicate, *Tashrif* also known as *tasripan* is aimed to learn Arabic language structure. *Ta'limul Muta'allim* is about how students are supposed to be and to do related to attitude and behavior. Furthermore, *Amsilati* contains set of rules about how to read *Al-Qur'an* and *Mabadi Fiqih* is also rules and anything related to Islamic prayers and the religion. Moreover, *Fasholatan* is learnt to understand and practice more about the very basic rules and way of Islamic prayers. Finally, reading *Al-Qur'an* has special purpose similar to Muslim in common; inner peace, spiritual relation and guiding life. Every morning before starting formal school's subjects, they always read these alternately based on schedule; sometimes together with the whole class and sometimes individually.

Regarding to 15 minutes reading program supported by the government, these following explanations discuss the result of the interview and the observation:

1. The objectives of the program

Basically, the motivation of establishing the program is totally different from what is stated by the government. However, teachers believe that by following the program held by the school, students' characters, morals and values can be well built; the contents of the reading materials are strongly related to religious matters. As the general purpose of literacy program by the government is to establish students' characters through literacy ecosystem in order to be long-life learners, *Mulok* can be considered as having the same goal. By bringing

up religious values in students' daily routine before starting courses in classroom, teachers and school curriculum developers have faith in educating students morally. Nevertheless, the further objectives are seemingly dissimilar. Growing students to be literate in terms of formal education or something else that not strongly and clearly connected to the religion is not the school's priority.

The other significant objective of literacy program is increase students' and teachers' reading interest. As mentioned in the guidebooks by the government, the reading materials as supposed to be based on students' interest; while in this school, the books are decided and even scheduled. Even so, it cannot be said that the school program is not in line with the government's program. Short interview objected to all of students shows that 78% of the first grade students, 65 % of the second grade students and 68% of the third grade students prefer to read the books from school rather than novel, comics, magazine or newspaper. The reasons are various, those are following the elders' or teachers' orders are a must; they seemingly believe in something sacred related to this or terms they called as "*ngalap barokah*" (seeking for teachers' blessings). Likewise, the other reason is they do not like reading at all, so they do not know what to read in school other than what is provided by the school. Also, reading something in cellphone; social media status, news, online shop etc. are more interesting, yet those are not allowed in school.

Furthermore, improving students' critical thinking is also targeted. The program of this school is clearly not aimed to achieve this. As the name of the program, *Pembiasaan* (habituate), the students are only guided to understand, practice their understanding real life, and even memorizing some contents of the materials; also known as *nadzoman* or *lalaran*. Something to be highlighted is they believe that these strongly fulfill their spiritual needs, bring inner peace and elevate moral values for their individual and social life. Concerning students' critical thinking, there are some times where students can have discussion and share their opinion about several issues. So, the program is not designed to let students giving critical comment about the content of the reading materials.

In particular, several phases as mentioned in the guidebook of the government are not applicable for this school's program. The reading materials are decided based on the grades; but reading *Al-Qur'an* is twice a week for all grades. As the result, the following aims in each phase designed by the government does not resemble to the school program. In the other words, the purpose of 15 minutes in this school is to facilitate the students to have better characters, morals, and inner peace.

2. The principles of the program

Although the phases are different, the 15 minutes reading of the school probably contains similar stages and principles guided by the government. 15 minutes early in the morning, before the class lesson begins, students are given time to read individually or in group. After reading the decided books, they are not pressured by variety of assignment or evaluation; they just read the materials as habitual activities. In certain level, there is discussion and sharing section by students. However, the reading materials are indeed not always something that students want to read, but most of the students still prefer to read these *kitab* (books) rather than reading literary works or news. Especially, reading *Al-Qur'an* is seemingly considered as something magical for them.

Unfortunately, when students read the reading materials individually or in group, not all of the teacher do the same thing. Mostly, they make themselves busy, do something else, and go somewhere else and even intentionally come late to class. Moreover, there are no literacy program developers or evaluators provided. The program has always been the same, and the reading materials have never been changed. Finally, there is no final academic measurement related to students' achievement in reading.

E. Conclusion

From the explanations above, it can be seen that one of the general purpose of this school's literacy program is in line with the one of the general purpose in the government's literacy program. Nevertheless, when it comes to the detail purposes, the two programs are quite unconnected. In addition, some of the principles and stages taken in the two programs are similar. Those are the provided time, discussions after the reading activity and not pressured students during the reading process. However, the reading materials that supposed to be read by students are not based on their interests.

The fact that the program and the reading materials have been set for many years brings assumption to maintain this heritage for teachers, students, and even parents. Proposed reading materials that seemingly change special values maintained by this school are seemingly not acceptable. The environment is indeed very comfortable and calm, however, fun reading or learning process in 15 minutes reading section does not exist as well. In conclusion, the 15 minutes reading program in *Ma'arif* Islamic Senior High School, Karangrejo does not fulfill the government's expectation related to the literacy program from the objectives and the principles points of view.

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