

Transformation of Literacy-Based Islamic Education Learning Management Integration in Elementary Schools

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ABSTRACT

This research integrates Islamic values with literacy skills so students understand religious knowledge and apply these values in everyday life. This research analyzes literacy-based learning management strategies in Islamic elementary education and identifies supporting and inhibiting factors. This research uses a literature study method to analyze literacy-based learning management in Islamic education at elementary schools. The research results show that literacy-based Islamic education learning management significantly increases students' interest in reading and writing. Islamic-based literacy hones reading and writing skills and helps students internalize Islamic texts' moral and spiritual values. These increased literacy skills strengthen students' abilities to analyze, organize ideas, and apply insights in everyday life. Apart from that, Islamic-based literacy contributes to developing student characteristics such as honesty, responsibility, and empathy.

Keywords:

Transformation; Learning; Islamic Education; Literacy; Elementary School.

ABSTRAK

Penelitian ini mengintegrasikan nilai-nilai keislaman dengan keterampilan literasi, sehingga peserta didik tidak hanya memahami ilmu agama tetapi juga mampu mengaplikasikan nilai-nilai tersebut dalam kehidupan sehari-hari. Penelitian ini bertujuan untuk menganalisis strategi manajemen pembelajaran berbasis literasi dalam pendidikan Islam di tingkat Sekolah Dasar, serta mengidentifikasi faktor pendukung dan

penghambatnya. Penelitian ini menggunakan metode studi literatur untuk menganalisis konsep manajemen pembelajaran berbasis literasi dalam pendidikan Islam di Sekolah Dasar. Hasil penelitian menunjukkan bahwa manajemen pembelajaran Pendidikan Islam berbasis literasi berperan signifikan dalam meningkatkan minat baca dan tulis siswa. Literasi berbasis Islam tidak hanya mengasah keterampilan membaca dan menulis, tetapi juga membantu siswa menginternalisasi nilai-nilai moral dan spiritual yang terkandung dalam teks-teks Islami. Peningkatan keterampilan literasi ini memperkuat kemampuan siswa dalam menganalisis, menyusun ide, dan mengaplikasikan wawasan dalam kehidupan sehari-hari. Selain itu, literasi berbasis Islam berkontribusi dalam pengembangan karakter siswa seperti kejujuran, tanggung jawab, dan empati.

Kata kunci:

Transformasi; Pembelajaran; Pendidikan Islam; Literasi; Sekolah Dasar.

1. Introduction

Islamic education in Indonesia has a very important role in shaping the character and morals of the younger generation (Naim, Aziz, & Teguh, 2022). In this context, the integration of literacy-based learning management becomes very relevant to be implemented in elementary schools. According to data from the Ministry of Education and Culture of the Republic of Indonesia, around 40% of students at the elementary level experience difficulties in understanding lesson material, which shows the need for a new approach to learning management. This is a challenge for educators to develop teaching methods that do not only focus on academic aspects but also holistic literacy development.

In Islamic education, literacy is not only limited to the ability to read and write but also includes an understanding of religious and ethical values (Naim and Qomar 2021). Students with good literacy skills tend to better understand and apply Islamic teachings in everyday life. Therefore, this research aims to explore how the integration of literacy-based Islamic education learning management can be implemented in elementary schools to improve the quality of education and student character (Abad Badruzaman & Hosaini, 2021).

Through this approach, it is hoped that students will not only better understand the subject matter but also be able to internalize Islamic values in their lives. This research also provides practical recommendations for educators and school administrators in implementing effective and literacy-based learning management. Thus, it is hoped that this transformation can be a solution to improve the quality of Islamic education in Indonesia (Syam et al., 2023).

Islamic education has a strategic role in shaping the character and intelligence of students from an early age, including at the elementary school (SD) level. In the increasingly advanced digital era, literacy is an essential competency every individual must master to face global challenges. Literacy includes the ability to read and write, critical, analytical thinking skills, and an in-depth understanding of various information. In this context, literacy-based Islamic education learning management is a

relevant solution for improving the quality of learning. This approach allows the integration of Islamic values with the development of literacy skills so that students not only understand religious knowledge but are also able to apply these values in everyday life (Rohman & Muhtamiroh, 2022). This research aims to analyze literacy-based learning management strategies in Islamic education at the elementary school level and identify supporting and inhibiting factors. Thus, it is hoped that this research can contribute to developing a contextual and innovative model of Islamic education (Yusuf 2021).

The importance of literacy-based education has become one of the main concerns in national education policy. Good literacy skills will make it easier for students to understand various subjects, including Islamic education lessons, which often require an in-depth understanding of texts. Unfortunately, the literacy level of students in Indonesia, based on several international surveys, is still relatively low. This shows the need for strategic steps to improve the learning system, especially in Islamic education subjects, to improve students' literacy skills from an early age (Ahmad, M., & Arif, 2020).

Good learning management is one of the keys to success in integrating the values of Islamic education with literacy. This includes planning, implementation, and evaluation of learning that is designed systematically (Zainuddin et al., 2023). Teachers, as the main actors in the learning process have a very important role in implementing effective strategies. In Islamic education, a literacy-based approach can be carried out by developing interesting teaching materials, utilizing digital technology, and encouraging active interaction between teachers and students.

Apart from that, school environmental factors and parental support are also important elements in developing student literacy. Schools that provide supporting facilities such as libraries, reading rooms and technology access will help students be more motivated to improve their literacy. On the other hand, parental involvement in accompanying children at home is also very influential, especially in building a culture of critical reading and discussion. With good collaboration between schools, teachers, and parents, strengthening literacy in Islamic education can run more optimally (Septoyadi, Candrawati, & Al, 2021).

This research will use a qualitative approach with a literature study method to comprehensively understand the implementation of literacy-based learning management in elementary schools. The research focuses on the strategies implemented, the challenges faced, and the impact of implementing this approach on increasing student literacy. It is hoped that the results of this research can become a reference for schools, teachers, and related parties in designing Islamic education learning models that are adaptive, innovative, and relevant to the needs of the times.

2. Methods

2.1. Research Design

This research employs a qualitative approach with a literature study method (library research) to analyze and interpret the concept of literacy-based Islamic education learning management in elementary schools (Hatimah et al., 2019). The qualitative approach facilitates an in-depth exploration of theories, principles, and practices, enabling a deeper understanding of the subject matter. Literature

study, as the primary method, involves collecting, analyzing, and synthesizing information from written sources to construct a conceptual framework and provide a comprehensive analysis (Habibi & Artha Glory Romey Manurung, 2023).

2.2 *Population and Sample*

The study focuses on relevant literature, including books, scientific journals, articles, research reports, and official documents discussing Islamic education, literacy, learning management, and elementary school contexts. Using purposive sampling, the research includes sources that specifically address: a. Islamic education theories and practices. b. Literacy in elementary education. c. Learning management strategies. d. Challenges and opportunities in literacy-based Islamic education. e. Outdated or irrelevant publications are excluded.

2.3 *Data Collection*

Data was collected systematically through keyword searches in academic databases and digital libraries such as Google Scholar, ProQuest, and SpringerLink. Keywords included terms like "Islamic education," "literacy-based learning," and "learning management." Literature was then screened for relevance and credibility, with selected works organized using reference management tools.

2.4 *Data Analysis*

The study employs content analysis combined with descriptive qualitative methods. The analysis involves: a. Categorizing data into themes such as literacy strategies, teacher roles, school environment, and challenges. B. Synthesizing findings to identify patterns and relationships. C. Using triangulation to ensure reliability by comparing information from multiple sources.

2.5 *Ethical Considerations*

Ethical considerations include proper citation of all sources, adherence to academic integrity guidelines, and respecting intellectual property rights.

2.6 *Expected Contributions*

The research aims to contribute: a. Theoretically, by developing a conceptual framework that integrates Islamic education and literacy principles. B. Practically, by offering strategies for educators and policymakers to implement literacy-based learning management in elementary schools.

3. **Results and Discussion**

The novelty of this research lies in the development of a learning management model that integrates Islamic educational values with innovative literacy strategies (Arifin et al., 2024). In contrast to previous research, which focused solely on academics, this research emphasizes the importance of character development through literacy based on Islamic values. In this way, it is hoped that students will not only be academically intelligent but also have good morals (Marshall, 2024).

The discussion of the results of this research shows that the transformation of literacy-based Islamic education learning management can be a solution to improve the quality of education in elementary schools. This research aligns with previous findings, which show that integrating literacy into education can improve student learning outcomes. However, this research emphasizes the importance of Islamic educational values in the learning process, which has not been widely discussed in previous research (Lipiäinen et al., 2020). The novelty of this research lies in the development of a learning management model that does not only focus on academic aspects but also on developing student character. By integrating literacy and Islamic education, students are expected to become intelligent individuals with noble character. This is very important in the context of education in Indonesia, which has cultural and religious diversity (Ruankool, 2024). In this context, support from various parties, including the government, schools, and society, is very necessary to realize this transformation (Alhashmi & Moussa-Inaty, 2021). Training for teachers, developing relevant curricula, and providing adequate resources are strategic steps that must be taken. Thus, literacy-based Islamic education in elementary schools can run effectively and provide optimal benefits for students (Tuna, 2022).

3.1 Increasing Students' Interest in Reading and Writing through Literacy in Islamic Education

Increasing students' interest in reading and writing through literacy in Islamic education is important in developing comprehensive literacy skills. Through a literacy approach based on Islamic values, students are not only invited to hone their technical reading and writing skills. Still, they are also directed to understand and internalize Islamic texts' moral messages and spiritual values. The results of implementing this literacy program show a significant increase in students' skills in critical reading and creative writing. Students can better analyze the content of Islamic texts, organize ideas systematically, and apply the insights gained to everyday life so that literacy becomes an effective medium for instilling the values of Islamic education in depth (Ibrahim, M., & Al-Bar 2018). Teachers and school leaders must support various activities, policies, and programs that open students' interest in reading and writing (Jarmer, 2024). An environment that is accustomed to preserving the culture of reading will support the success of the discourse on increasing students' interest in reading and writing.

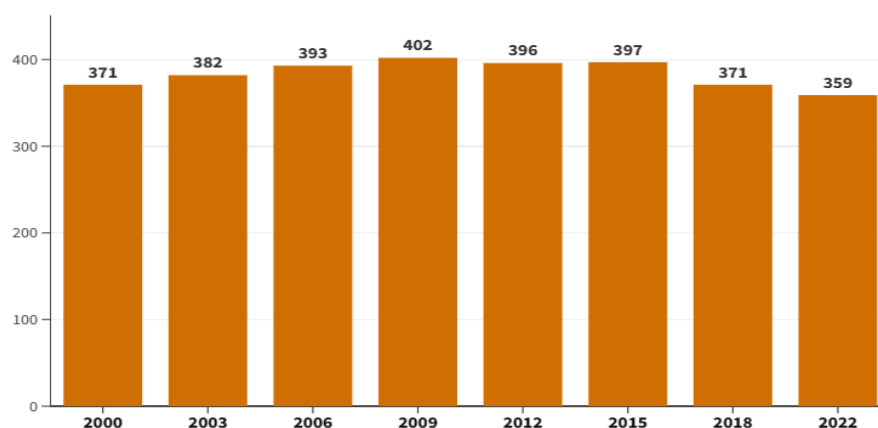


Figure 1. Indonesia's reading literacy scores based on the PISA study from 2000 to 2022

Figure 1. illustrates the development of Indonesian reading literacy scores based on the PISA (Program for International Student Assessment) study from 2000 to 2022. At the beginning of the period, reading literacy scores increased, from 371 in 2000 to 402 in 2009, the highest achievement throughout this study. However, after 2015, when the score was 397, there was a significant decline. The score decreased to 371 in 2018 and continues to decline to 359 in 2022, which recorded the lowest score in this period (Sweetman et al., 2024). The drastic decline in the last two cycles indicates the need for serious attention to education policies to increase reading literacy in Indonesia. So, this data can usually be used as a reference to continue to improve student's reading and writing literacy culture efforts (Sanusi, Sholeh, & Samsudi 2024).

3.2 *The Impact of Literacy on Student Character Development in Elementary Schools*

The importance of literacy in education does not only include the ability to read and write, but also shapes students' character and personality. In elementary school, literacy is the foundation for understanding life values. Literacy integrated with Islamic values, such as honesty, responsibility, and respect, can be an effective medium for instilling strong character (McDonnell & McDonnell, 2023). Through the activity of reading Islamic stories, for example, students can learn about noble morals and, at the same time, internalize these values in everyday life.

Literacy also acts as a means to strengthen students' understanding of the moral concepts taught in Islam. When students are invited to read books that contain positive messages, they learn cognitively, emotionally, and spiritually (Yasin, M., & Fadhli, 2018). In this process, teachers can guide students to reflect on the lessons from the texts they read and how these lessons are relevant to Islamic teachings. Thus, literacy becomes a strategic tool to shape students' thinking patterns to be more critical, wise, and have good morals (Yusuf, M. B., & Samsudin, 2022).

Furthermore, reading Islamic texts in elementary school can help students recognize the importance of adab in life (Johnson, D. W., & Johnson 2018). For example, stories about the Prophet Muhammad SAW or his companions can provide real examples of how to face life's challenges with Islamic values. Apart from that, literacy based on Islamic values encourages students to have empathy, a sense of social responsibility, and the courage to uphold the truth (Rahman, S., & Hamid 2018). These are the main characteristics needed to build a generation of superior and dignified Muslims. Elementary schools can effectively develop students holistically by combining literacy and Islamic-based character learning. Literacy is no longer just a means of understanding texts but also a bridge for students to understand themselves, other people, and their relationship with Allah SWT. This synergy between literacy and Islamic character formation not only helps students become intelligent individuals but also have noble personalities and are ready to contribute positively to society (Ju'subaidi et al., 2024).

3.3 *Teacher Strategies for Integrating Literacy into Islamic Education Learning*

Teachers strategically integrate literacy into Islamic education learning to create a holistic and meaningful learning experience. One strategy can be implemented by selecting reading material relevant to Islamic values, such as stories of prophets, friends, and inspirational Muslim figures. This

reading material can open class discussions, provide moral examples, and motivate students to internalize Islamic teachings in everyday life (Andrei, 2023).

In addition, teachers can combine literacy with active learning methods, such as shared reading, text analysis, or group discussions(Aseery, 2024). In this activity, students not only read but are also invited to understand, analyze, and connect the content of the reading with the Islamic teachings they have studied. In this way, students improve their literacy skills and develop a deep understanding of Islamic values (Lubis, 2022).

Another strategy is to utilize technology and digital media to support literacy integration. Teachers can use Islamic education applications or e-book platforms that provide Islamic-themed reading. In this way, students can access Islamic literacy more easily and interestingly. The use of this technology can also help students develop digital literacy skills that are relevant in the modern era while strengthening the foundation of their religious values.

Finally, teachers can create literacy-based projects, such as writing Islamic stories, creating reflective journals, or designing posters about Islamic values. These projects encourage students to apply literacy in real contexts and allow them to express their understanding of Islamic teachings creatively. With these various strategies, integrating literacy in Islamic education learning can be effective, creating intelligent students with noble character and a deep understanding of their religion.

Table 1. Overview of Teacher Strategies in Integrating Literacy

Aspect	Teacher Strategy	Implementation in Learning	Expected results
Learning Preparation	Designing materials that integrate literacy	The teacher prepares a module containing Islamic reading texts that are relevant to the lesson theme	Students understand the material while improving their reading and writing skills
Learning Process	Applying discussion-based learning methods and text exploration	Group discussions related to the text of Al-Qur'an verses or hadiths for certain themes	Students are able to link literacy with Islamic values
Learning Evaluation	Using literacy project-based assessments	Students make a summary or short essay about Islamic literacy material	Students have analytical and critical skills in Islamic literacy
Classroom Management	Provides motivation and support for reading and writing	Teachers create Islamic reading corners or give assignments to read religious books	Increase reading interest and Islamic literacy skills among students

3.4 Basic Concepts of Literacy in Islamic Education

Literacy in Islamic education is not only limited to the ability to read and write but also includes understanding, analysis, and practice of the values contained in Islamic teachings. In this context, literacy is the ability to access, understand, and utilize information critically, especially those related to Islamic values and scientific sources such as the Al-Qur'an, hadith, and other Islamic literature. Literacy in Islamic education involves various types, such as reading and writing, digital, cultural, and religious, all of which aim to form knowledgeable individuals with noble character.

The role of literacy in learning Islamic education is very important, because it is the basis for understanding and applying religious teachings. Literacy helps students to read the Koran well, understand its meaning, and apply its moral messages in everyday life. Literacy also allows students to develop critical thinking skills on Islamic and social issues to make wise decisions based on Islamic values (Fikriyati, Katoningsih, & Hasan, 2023). Thus, literacy in Islamic education not only the intellectual but also the spiritual and moral aspects of students, which is the core of the goals of Islamic education (Nasrullah, 2019).

Research on literacy-based learning management in elementary schools has been widely discussed in various contexts and approaches. Highlight the importance of implementing literacy management based on information technology media at SD Negeri 11 Lalembuu, South Konawe Regency (Suryadi, 2019). This study shows that technology can be an effective means of improving student literacy through well-organized programs. This research is relevant to understanding how technological media can be integrated into literacy management in elementary school environments.

Furthermore, a meta-synthetic study examined environmental literacy in elementary schools. The results of this research emphasize the importance of strengthening environmental literacy as an integral part of the basic education curriculum to build students' awareness of environmental issues. This research provides insight into how environmental literacy can be implemented systematically in learning programs (Maisyanah, Syafa'ah, & Fatmawati, 2020).

The development and implementation of a transformative culture-based education management program in elementary schools. This research highlights that a transformative approach strengthens cultural literacy and supports student character development. This study provides a new perspective on managing literacy-based education oriented to local cultural values. In the context of developing interactive learning media, the success of interactive learning media development training to increase teachers' digital literacy and numeracy in the Merdeka Belajar era. These findings are relevant for strengthening digital literacy among elementary school teachers as an effort to support a more adaptive learning process (Yusuf, M., & Khalil, 2021).

Asa (2019) examined the leadership role of school principals in the School Literacy Movement (GLS) program in elementary schools. This research emphasizes that effective leadership is important in successfully implementing school literacy programs. These findings reinforce the importance of the managerial role of school principals in facilitating literacy programs. Meanwhile, the management of inclusive education in elementary schools provides important insights into how literacy can be integrated into the context of inclusive education (Alim, 2018). This research highlights the importance of inclusive management strategies to ensure all students, including students with special needs, can access and participate in literacy programs.

The implementation of reading corners as part of the School Literacy Movement. This research shows that reading corners can effectively increase students' reading interest, especially if supported by appropriate management strategies. These various studies provide a strong theoretical and practical basis for developing literacy-based learning management in elementary schools, especially in Islamic education. Integrating technology, strengthening cultural and environmental values, and inclusive approaches are important aspects that need to be considered to improve the quality of literacy at the elementary school level.

4. Conclusion

The conclusion of this research shows that literacy-based Islamic education learning management in elementary schools significantly increases students' interest in reading and writing. Through the application of literacy integrated with Islamic values, students hone their reading and writing skills and internalize the moral and spiritual values contained in Islamic texts. This increase in literacy skills strengthens students' abilities to analyze, organize ideas, and apply the insights they gain daily.

Apart from that, Islamic-based literacy also functions as an effective means of developing student character, such as honesty, responsibility, and empathy, which are very important in forming individuals with noble character. Support from teachers in integrating literacy into learning, selecting relevant reading materials, and using various active learning methods plays an important role in creating a holistic and meaningful learning experience. Therefore, a literacy strategy based on Islamic education can be a solid foundation for forming a generation of Muslims who are intelligent and have superior character, ready to face the challenges of the modern era.

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