



Academic Cultural Study of Reading Interest in State Madrasah Aliyah Jambi City

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan tantangan dan upaya institusi pendidikan dalam mengembangkan budaya akademik minat membaca peserta didiknya. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus sebagai *strategy of inquiry*. Locus dan subyek penelitian dilakukan di kalangan kepala madrasah, guru, siswa di tiga Madrasah Aliyah Negeri Kota Jambi. Pengumpulan data primer dilakukan dengan menyebarkan kuesioner, wawancara mendalam dan pengamatan. Sedangkan data sekunder dikumpulkan melalui studi dokumen secara ekstensif. Hasil penelitian ini menunjukkan tantangan budaya akademik minat membaca di tiga madrasah aliyah negeri di Kota Jambi hampir serupa yaitu minimnya monitoring pembiasaan membaca diarena madrasah. Meskipun madrasah dihadapkan tantangan, tetapi upaya pengembangan budaya akademik minat membaca terus dilakukan dimasing-masing madrasah di Kota Jambi.

Kata Kunci: Tantangan, Budaya akademik, Minat membaca

Abstract

This research aims to describe the challenges and efforts of educational institutions in developing an academic culture of interest in reading in their students. This research uses a qualitative approach with the case study method as a strategy of inquiry. The focus and subjects of the research were among madrasa heads, teachers, and students at three State Madrasah Aliyahs in Jambi City. Primary data was collected by distributing questionnaires, in-depth interviews and observations. Meanwhile, secondary data was collected through extensive document study. This research shows that the academic and cultural challenges of interest in reading in the three state aliyah madrasahs in Jambi City are almost the same, namely the lack of monitoring of reading habits in the madrasah arena. Even though madrasahs face challenges, efforts to develop an academic culture of interest in reading continue to be carried out in each madrasa in Jambi City.

Keywords: Challenges, Academic culture, Interest in reading

Introduction

Academic culture is an important component in contributing to building and developing quality human resources. A

quality academic culture can be felt and recognized, especially through reading activities and the efforts of educational institutions to develop students' interest in

reading. Efforts to increase the academic culture of students' interest in reading are important because they can maintain and develop the literacy culture value of Indonesian society, which has increased to 5.7% in 2022 compared to the previous year (Monavia et al., 2022).

Reading activities as part of academic culture are notated. The development of an academic culture of interest in reading at Madrasah Aliyah Negeri (MAN) is due to the synergistic support and mutual influence between the leadership of school principals, teachers, students, facilities and infrastructure and policy design oriented towards increasing interest in reading (Catur Sari et al., 2021; Evawani, 2022). Study Mayuni et al., (2020) explained that interest in reading as part of academic culture can be built through programmed habits and innovative learning models at school (Fuad et al., 2023). In line with the study Narayana et al (2020) stated that interest in reading as an academic culture in schools can be developed when implemented in a structured and systematic manner by all school members, from students to teachers to employees.

In the context of increasing academic culture, students' interest in reading requires collaborative work from all parties, both in terms of policy at the macro level, as well as serious support at the meso level, namely institutions or madrasahs, and at the micro level, namely teacher guidance in building students' interest in reading (PISA Assessment and Analytical Framework, 2023). At the macro level, the academic culture of interest in reading is formulated through the National Literacy Movement (GLS) as a priority program of the Ministry of Education, Culture (Ministry of Education and Culture, 2019). This movement aims to increase community literacy, especially in public schools and madrasahs.

Of course, the school literacy movement will only impact the academic culture of students' interest in reading if they get support from the Madrasah. So far, the study results show that the lack of an academic culture of interest in reading in Madrasahs is based on limited reading texts (Fuad et al., 2023) and a lack of literacy promotion in Madrasahs (Netti Lastiningsih, 2017). The results of other studies explain that the development of an academic culture of interest in reading does not grow due to teachers' learning models needing to be more varied and innovative so that students' curiosity does not grow (Komariah et al., 2023; Nuryana et al., 2020; Zulfah & Senam, 2018).

The narrative above provides an overview of the challenges and factors that can encourage the development of an academic culture of interest in reading in educational institutions. Of course, developing an interest in reading as an academic culture in educational institutions, especially at the state madrasah aliyah level, has different challenges and supporting factors between one region and another. So the question is, what is the reality of the academic culture of reading interest of State Madrasah Aliyah students in Jambi City?

This research is interesting because it takes the subject and research locus at three state aliyah madrasahs, namely MAN 1, MAN 2 and MAN 3, Jambi City, as an effort to find answers to what the obstacles are and what the role of the state aliyah madrasahs are in developing an academic culture in each of their institutions. Of course, with the three madrasahs as the research locus, it can enrich the variety of data obtained so that the findings of this research can update new findings and knowledge that can contribute to the development of academic culture in the field of interest in reading in madrasah.

Method

This research uses a qualitative approach with the case study method as a strategy of inquiry (Miles et al., 2014). The subject and locus of the research were among Madrasah Principals, teachers and students at State Madrasah Aliyah (MAN 1, MAN 2, and MAN 3) Jambi City. Data was collected using in-depth interviews and distributed questionnaires and was supported by extensive observations and document studies. After the data is collected, a data analysis is done according to each data type. The analysis results of in-depth interviews and questionnaires were processed in a matrix and visual flow chart. With this technique, patterns or trends can be compared between the information of one informant and another. Meanwhile, the results of observational data analysis (in the form of photos and field notes) are needed to complement primary data (results of in-depth interviews and questionnaires) and secondary data. The results of observational data analysis also function as a test of the validity of data from primary and secondary sources.

Results and Discussion

The growth and development of educational institutions labelled Islamic, such as State Madrasah Aliyah (MAN) and Private Madrasah Aliyah (MAS) in Jambi City, continues to increase. This reality can be seen from the number of madrasah aliyah schools in Jambi Province, which increased from 192 schools in 2019 to 205 schools in 2022 (BPS, 2019). Public and private schools have also increased, from 227 schools in 2021 to 236 schools in 2022 (BPS, 2019). This increase in MA schools shows increased access to education in Jambi Province, especially Islamic-based education. From this data, it can be concluded that many people want their children to study at madrasas.

The high public interest in sending their children to madrasas certainly does not come automatically. However, it results from the madrasas' ability to change the image of education, which is no longer just about educating people who are smart about religion and general knowledge. However, today's madrasas can adapt to technological advances and produce graduates ready to enter and compete competitively in industrial work and opportunities to open businesses (Azra, 2012; Lubis, 2008; Supiana, 2008). This condition explains the context of the growth and development of madrasas at the national and local levels in Jambi province. Of course, the explanation regarding the context of growth and development is related to the locus of research carried out at three state Islamic madrasahs: MAN 1, MAN 2 and MAN 3 in Jambi City.

MAN 1 Jambi City

Administratively, MAN 1 Jambi City is located in Olak Village, Olak Kemang Village, Danau Teluk District, and Jambi City. The position of MAN 1 is close to Jambi City, which can be reached by crossing the Batanghari River. The existence of Olak Village has a historical track record of the arrival of Islam in Sumatra and was a pioneer in the founding of the Jambi Sultanate (Sumarto, 2016). So, it is not surprising that Olak Village is characterized by Islamic customs because there are many Islamic boarding schools in this area, including the As'ad Islamic boarding school.

Historically Madrasah Aliyah Negeri 1 Jambi City was founded by Kiyai Haji Qodir Ibrahim in 1968. During the leadership of KH. Qodir Ibrahim, Madrasah Aliyah Negeri 1 Jambi City, separated from the As'ad Islamic Boarding School, which was then called Religious Teacher Education (PGA). Then, in 1977, religious teacher education

(PGA) was changed to MAAIN, under the leadership of A. Latif. The State Islamic Religious Madrasah was changed to MAN 40 in the next phase. The number 40 marks the 40th serial number in Indonesia and is the only State Aliyah Madrasah in Jambi Province.

Then, in 1988, MAN 40 was renamed MAN Olak Kemang Jambi City. The name of MAN Olak Kemang, Jambi City, was changed back to Madrasah Aliyah Negeri 1 Jambi City by the Ministry of Religion of the Republic of Indonesia with a Decree of the Minister of Religion Number 681 of 2016 to date. MAN 1 Jambi City currently has teacher resources consisting of civil and non-civil servants. The number of teachers at MAN 1 Jambi City is 22 civil servants, 14 honorary teachers, and 11 education staff with B Accreditation (Sumarto, 2016)

MAN 2 Jambi City

Administratively, MAN 2 is located in the College Complex, precisely on Jalan Adityawarman Thehok, South Jambi District, Jambi City. This area was previously the PGAN Jambi complex with an area of 4.3 Ha (Badii'ah, 2022), which was purchased from State budget funds through DIP in 1969 by the head of PGAN named Asy Ari Thoha, BA during his leadership period 1967-1983. The same source explains that the founding of PGAN Jambi began in 1959/1960 with the name PGA 4 Years, led by H. Nurdin Yusuf. Then, starting from the 1963/1964 academic year, PGAN 4 Jambi was developed into PGAN 6 years Jambi, which was located in Pakuan Baru and then moved to the school complex of a former Chinese school on Jelutung Jalan Hayam Wuruk Jambi.

Next, during Asyari Thoha's 6-year leadership period, PGAN Jambi changed function to become PGAN Jambi for 3 years at the high school level. It became MTs N Jambi for 3 years at the junior high school level (Badii'ah, 2022). During the 3 year

journey, PGAN Jambi produced quite a large number of teachers and then, as a realization of the decision of the Minister of Religion of the Republic of Indonesia number 64 of 1990 dated April 25 1990, PGAN Jambi, led by Drs. Congratulations, Wasito, in 1989-1994, was transferred to Madrasah Aliyah Jambi State. So in the 1990/1991 academic year, MAN Jambi was the first year of accepting class I students, with the number of students accepted as many as 299 people.

Jambi State Madrasah Aliyah then experienced changes at the beginning of the leadership of Dr Arfah Hap (They started serving on September 9 1994, which was the second period of service for the head of MAN Jambi from 1994 to 2002) and starting from 1998/1999 academic year, MAN Jambi experienced a change in status to MAN Model Jambi based on the decision of the Director General of Islamic Guidance, Ministry of Religion of the Republic of Indonesia No. E.IV/PP.00.6/Kep/17.A/1998 dated February 20 1998. The change in status to MAN Model Jambi is intended so that MAN Jambi is promoted as a centre for learning and coaching and can be used as an example for other Madrasah Aliyah in Jambi province.

MAN 3 Jambi City

The context of the establishment and development of Madrasah Aliyah Negeri 3 Jambi City cannot be separated from the existence of a private educational institution called Madrasah Aliyah Swasta Dharma Wanita, Office of the Ministry of Religion, Jambi City. Private madrasahs Gradually changed their status to state madrasahs under the auspices of the Dharma Wanita Office of the Ministry of Religion. In this way, the madrasah automatically became the full property of the government under the auspices of the

Ministry of Religion of the city of Jambi in 2009.

The establishment of Madrasah Aliyah 3 Jambi City is an effort to provide an educational institution that can provide education and teaching and instil Islamic values, especially for students living in the Payoselincah sub-district, East Jambi District. The background to the establishment of the madrasa initially stemmed from the increasing public interest in entrusting their children to receive education by Islamic values and teachings.

Madrasah Aliyah Negeri 3 Jambi City, in historical review, is one of the relatively new state madrasahs. For this reason, Madrasah Aliyah Negeri 3 Jambi City has carried out various innovations and constructive steps, especially in improving good teaching and learning activities, to increase the enthusiasm for studying for all students at MAN 3 Jambi City. To respond to this desire, MAN 3 Jambi City carries out discourse and practices that focus on its vision: creating madrasa graduates who are superior, Islamic and love the environment. Meanwhile, some of its missions are to improve the quality of madrasah management and the professionalism of educators and education staff.

The Reality of Academic Culture in Jambi City State Madrasah Aliyah

The survey results show that reading assessments among students at Madrasah Aliyah Negeri (MAN 1, MAN 2, and MAN 3) Jambi City show positive assessments of reading activities. This reality can be seen from the majority of madrasa students as respondents assessing the importance of reading activities at (75%) and the remainder (25%) assessing it as important at (25%). Based on this data, it can be concluded that students at the three State Madrasah Aliyah in Jambi City have a positive academic culture, especially in

assessing madrasah students regarding reading interest activities.

Furthermore, about the academic culture, madrasa students' interest in reading is also interesting to observe, especially regarding the use of library facilities in the learning process. The results of this study show that most students (65.6%) from three state madrasahs in Jambi City use library facilities in their learning process. The remainder (34.4%) said they did not use library facilities in the learning process at their respective madrasahs.

Next, it is related to suggestions for strengthening the academic culture of interest in reading among madrasah students in Jambi City, which is also interesting to observe as study material for strengthening and developing students' interest in reading in the future. Based on the results of focus group discussions (FGD) with students at three madrasahs in Jambi City, it can be concluded as follows:

Development of Reading Interest in Jambi City State Madrasah Aliyah			
	MAN 1	MAN 2	MAN 3
Student Constructive Suggestions	Strengthen the role of libraries in encouraging students' interest in reading	The school makes door prizes for students who read diligently	Schools make rules to reduce the use of gadgets
	Add reading material to the classroom	Design an attractive library that can encourage students' interest in visiting	The school must update the latest books
	Schools make reading rules	The teacher requires a visit to the library	Strengthen libraries with support for religious reading sources

Source: Categorization of MAN 1, MAN 2 and MAN 3 Student Responses in Jambi City.

Based on the table above, each student from the madrasah, which was the focus of this research, provided constructive suggestions for developing an academic culture of different reading interests. Constructive suggestions from

students at MAN 1 Jambi City to develop an interest in reading, the madrasah needs to do several things, namely, strengthen library infrastructure, add reading materials in classrooms, and make reading rules for its students. This effort is important as an effort to improve the academic reading culture of students.

Furthermore, students at MAN 2 Jambi City responded to constructive suggestions. Developing an academic culture of interest in reading can be done in several ways. Namely, the school makes a dormitory, attractively designs the library, and teachers require students to visit the library. Then, most students at MAN 2 Jambi City gave constructive responses to developing an academic culture of interest in reading, such as the school making rules to reduce the use of gadgets so that students can focus on reading books. Then, the school must make maximum efforts to update the latest books and add reading materials to the library. Finally, students suggested strengthening the library with the support of reading sources that can be searched easily because they have librarians who serve optimally.

The student responses above correspond with teachers' efforts to strengthen the academic culture of students' interest in reading in each madrasah in Jambi City. The suggestions from teachers at three madrasas in Jambi City collected in this research show differences and similarities. The efforts of teachers in the three madrasas that are the focus of this research can be seen in the following table:

Building an academic culture of student interest in reading			
Types of Teachers	MAN 1	MAN 2	MAN 3
		Provide reading assignments	Get used to visiting and reading in the

	for students	library	library
Library visit assignment	Get into the habit of reading 10 minutes before studying		Required reading assignments in the library
Review books that students are interested in	Discussion of reading in the classroom		Textbook reading assignment

Source: Categorization of Teacher Answers in MAN 1, MAN 2 and MAN 3 Jambi City.

Based on the table above, building an academic culture of interest in reading requires school efforts and teachers' support as important actors in educating their students. Efforts by madrasahs and teachers at MAN 1 Jambi City to increase their students' interest in reading include providing reading assignments for students, teachers requiring library visits, and teachers reviewing books that interest their students. Meanwhile, madrasahs and teachers at MAN 2 Jambi City are trying to increase their students' interest in reading in the following ways. For example, getting into the habit of visiting and reading in the library and reading ten minutes before studying takes place in the classroom, and students are required to read specialization books and then have reading discussions in the classroom.

Furthermore, madrasah teachers at MAN 3 Jambi City are trying to increase the academic culture of interest in reading in the following ways. For example, the madrasah surveys books that students are interested in and buys them to fill reading materials in the library. Then, the teachers at MAN 3 Jambi City increased efforts to strengthen the academic culture of interest in reading by giving reading assignments in the library. Apart from that, teachers also give their students the mandatory task of reading textbooks before lessons take place in the classroom.

Strengthening the academic culture of students' interest in reading at Jambi

City Madrasas certainly takes work. Interest in reading as a characteristic of academic culture in madrasas can be fostered through participation and collaborative work between the government, schools and the active participation of teachers. The participation of these three is needed to foster an academic culture of interest in reading among students at madrasas.

Based on the description, it can be concluded that the majority of teachers at the Jambi City State Madrasah Aliyah responded regarding strengthening the academic culture of interest in reading in their respective madrasahs by considering government policies, school policies and intensive teacher guidance. These three things manifest a constructive response among teachers who see it from a macro, meso and micro perspective.

Discussion

Indonesia's literacy ranking has succeeded in increasing its level in PISA in 2022 (Ministry of Education and Culture, 2023). Of course, this increased public literacy does not occur automatically but is influenced by the participation of teachers or lecturers, curriculum, literacy programs, infrastructure including information technology and libraries (Sopandi & Siswanto, 2019). As part of the increasing academic culture of Indonesian society, literacy needs to be maintained and improved. Therefore, it is important to strengthen literacy development or people's interest in reading in educational institutions.

The academic culture of interest in reading in schools or madrasas must grow and be developed. This is because interest in reading as a component of academic culture is necessary in developing human resources, both at the local and national levels and in increasingly competitive competition at the international level. With

good literacy skills, students at madrasas can uncover various problems, from small to large problems, and find solutions. Adequate literacy skills will produce superior, competitive, creative, and innovative human resources.

The academic culture of students' interest in reading at the Madrasah Aliyah Negeri Jambi City certainly does not exist automatically. However, it grows from the dual relationship between government policy at the macro level, the role of schools at the meso level, and teachers at the micro level in the classroom arena and the madrasah environment. Itself. At the macro level of government policy, an academic culture of interest in reading is formulated through the National Literacy Movement as a priority program of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (Center for Educational and Cultural Policy Research, 2019).

The National Literacy Movement is the Indonesian government's policy to increase public literacy, especially literacy in schools or madrasas, known as the School Literacy Movement (GLS). The School Literacy Movement (GLS) program is a macro-level policy that aims to increase students' interest in reading in school or madrasah environments. Of course, the School Literacy Movement (GLS) will only be implemented well if it receives support from the role of madrasas, especially in the three madrasas in Jambi City, which are the locus of this research. The results of the Indonesian Ministry of Education and Culture's Puslitjak study provide examples of best practices for the role of schools in GLS, one of which is that madrasas as schools can play a role in getting into the habit of reading books for fifteen minutes (15 minutes) before the learning process begins (Center for Educational and Cultural Policy Research, 2019).

Responding to the study results above, each of the Jambi City states, Aliyah madrasahs, the research locus, also implemented reading habits with various strategies such as giving teacher assignments, library visits, and classroom discussions. It is just that each madrasah has its obstacles and challenges. The results of this study show that the obstacles and challenges in the three-state Islamic madrasahs in Jambi City are almost similar. At the macro level, literacy challenges occur when the distribution of books according to the curriculum tends to be slow in arriving at madrasahs. So students are less enthusiastic about visiting the library.

Then, at the meso level in the madrasah itself, the challenge of strengthening the academic field of interest in reading arises when the library has not designed its appearance attractively and the literacy movement program in schools is not monitored and evaluated adequately. So, the madrasah needs to learn about the developments and shortcomings of its efforts to strengthen interest in reading among its students. Next, at the micro level, namely, the role of teachers in guiding the strengthening of the academic culture of students' reading interests needs to be evaluated and monitored regularly by each madrasah. So, strengthening academic culture in developing students' interest in reading has yet to be carried out in a planned and serious manner.

The narrative above is a challenge when madrasahs try to build an academic culture of interest in reading in their students. Even though madrasahs face challenges, efforts to develop an academic culture of interest in reading continue to be carried out in each madrasah in Jambi City. Efforts made in the three madrasahs in Jambi City, which are the locus of this research, are strengthening the

collaboration network with the Regional Office of the Ministry of Religion and also several partners in schools to provide quality and up-to-date books in the Madrasah libraries.

Based on the narrative above, it can be concluded that the academic culture of interest in reading cannot be understood, namely, the ability to write and read only (Zulfah & Gymnastics, 2018). The academic culture of reading cannot be seen as an activity that can arise naturally but as a process of activity that can be formed and developed through the collaborative work of government, schools and society (Evawani, 2022; Mayuni et al., 2020; Hasana, 2022). In the context of strengthening the academic culture of interest in reading, the library component, the school principal's leadership, and the teachers' active role are needed for students to be enthusiastic about reading and developing themselves (Komariah et al., 2023; Nuryana et al., 2020). Apart from that, evaluating and monitoring the academic culture of interest in reading seems important to carry out regularly, especially in the three state aliyah madrasahs in Jambi City. So that strengthening the academic culture of interest in reading can be monitored for obstacles, development and progress.

Conclusion

The results of this study conclude that the academic and cultural challenges of interest in reading in the three state Islamic madrasahs in Jambi City are almost similar. At the macro level, the challenge of academic culture is that interest in reading is faced with the distribution of books that suit the curriculum, which tends to take time to arrive at madrasahs. So students are less enthusiastic about visiting the library. At the madrasah level, challenges to the academic culture of interest in reading arise when literacy movement programs in

schools need to be adequately monitored and evaluated. So, the development and shortcomings of strengthening interest in reading among students have yet to be identified. At the micro level, the role of teachers in guiding the strengthening of the academic culture of students' interest in reading has yet to be evaluated regularly by each madrasah. So, strengthening academic culture in developing students' interest in reading has not been carried out in a planned and systematic manner. Even though madrasahs face challenges, efforts to develop an academic culture of interest in reading continue to be carried out in each madrasah in Jambi City. Efforts made in the three madrasahs in Jambi City, the locus of this research, are to strengthen collaborative networks for procuring quality and up-to-date books in the Madrasah library.

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