

Ma'arif Literacy Movement Program in Improving Literacy Skills in Teachers and Students in Central Java

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Abstract:

The purpose of this study is to describe the Ma'arif Literacy Movement (GLM) program of the Educational Institution Ma'arif Nahdlatul Ulama of Central Java for the period 2018-2023. In addition, this study also revealed the character content, form and implementation of the Ma'arif Literacy Movement (GLM), the literacy of the teacher and the student abilities and obstacles in opportunities are the application of the Ma'arif Literacy Movement (GLM) program in Central Java. This research method is qualitative descriptive with interview, observation, and documentation techniques. As a result of the research, the Ma'arif Literacy Movement (GLM) program became the flagship program the Educational Institution Ma'arif Nahdlatul Ulama of Central Java which focuses on journalistic papers, scientific papers, literary works, technology works with independent practice and synergy practices. In this movement there is a character content from Strengthening Character Education (PPK) and the character of Aswaja Annahdliyah. The Ma'arif Literacy Movement (GLM) is a program that can improve the literacy skills of teachers and students in Central Java. That ability can be seen from the number of their works from the publication in the media of the Educational Institution Ma'arif Nahdlatul Ulama of Central

Java totaling 1,139 works. While the number of products of journalistic papers, scientific papers, and literary works from the results of education and training / competitions until May 2020 is 364 works. There are four obstacles and seven opportunities to succeed the Ma'arif Literacy Movement (GLM) program in improving the literacy skills of Ma'arif's teachers and students in Central Java.

Keywords: Ma'arif Literacy Movement, Literacy Skills, Students and Teachers.

A. Introduction

The progress of a nation is determined by the quality of human resources. In addition to access and equitable distribution of formal education, the quality according to the World Economic Forum (2016) has three indicators, namely "competence, character, and literacy."¹ Competence can be achieved through formal education, while character is determined by family, school, and life in society. For literacy itself, it can be strengthened through education, acculturation, and example. The problem is that at this time people are not only required to master old literacy (reading, writing, counting). In the era of the Industrial Revolution 4.0 and Society 5.0 it was obligatory for the community to master new literacy abilities, namely data literacy, technological literacy, and human literacy.² In the early 1990, there was research that found in the development of educational practices, besides leading to literacy practices, literacy skills were needed which led to multilingual and multiliteration skills.³ the Research in thirty years ago found that the ability of multiliteration must be mastered, especially in today's digital era, that capability must certainly be mastered.

The basic problem in the 21st century Indonesian education system is the necessity of developing interdisciplinary literacy education. It was also based on the many results of research related to interdisciplinary literacy education in various countries which showed an increase in the quality of human resources.⁴ This ability is absolutely mastered by anyone because currently almost all people

¹ Nur Widiyanto, "Tiga Pilar Hadapi Perubahan Zaman: Literasi, Kompetensi, Dan Karakter," *Kemdikbud.Go.Id*, May 2016, www.kemdikbud.go.id/main/blog/2016/05/tiga-pilar-hadapi-perubahan-zaman-literasi-kompetensi-dan-karakter.

² Farid Ahmadi; Hamidulloh Ibda, *Konsep Dan Aplikasi Literasi Baru Di Era Revolusi Industri 4.0 Dan Society 5.0*. (Semarang: CV. Pilar Nusantara, 2019), p.vi.

³ The New London Group, "A Pedagogy of Multiliteracies: Designing Social Futures," *Harvard Educational Review* 66, no. 1 (1996): p. 63, <https://doi.org/https://doi.org/10.17763/haer.66.1.17370n67v22j160u>.

⁴ Yunus Abidin, "Developing Literacy Learning Model Based On Multi Literacy, Integrated, and Differentiated Concept At Primary School," *Cakrawala Pendidikan XXXVI*, No. 2 (2017): p.156, <https://doi.org/https://doi.org/10.21831/cp.v36i2.13283>.

access the internet and use devices. But there are many of them still blind of the literacy, because they are still consumptive and don't intelligent and productive yet in utilizing technology.

The Era of Industrial Revolution 4.0 and Society 5.0 changed the world super fast and significantly. It has an impact and becomes a threat to national security. Not only just physically, but also it turned into a digital threat. The world are connected and competitive becomes a new challenge that must and must be answered by strengthening new literacy-based human resources.⁵ From a research, it is explained that literacy makes people literate and selective in getting information. To support this, we need to change old literacy to new literacy. Literacy ability does not only strengthen competence, but also strengthens character such as building and increasing trust, respect, perseverance, responsibility, and courage character.⁶ This means that literacy not only makes humans competently qualified, but a package strengthens character.

From a number of global, national and local surveys, the literacy quality of Indonesian people is still low. The release of The Organization for Economic Cooperation and Development (OECD) on the 2018 Program for International Assessment (PISA) Survey, presented Indonesian students' reading ability data down from 397 in 2015 to 371 in 2018. From the 2018 National Library survey results, the index reading fondness in Indonesia around 52.92 or included in the medium category.⁷ The reading literacy index in 34 provinces is also low. There are nine provinces (26%) included in the category of moderate literacy activities (index figures between 40.01-60.00); 24 provinces (71%) fall into the low category (20.01-40.00); and 1 province (3%) is in the very low category (0-20.00). This data is from thirty-four provinces in Indonesia. Most of these provinces are in the position of "low literacy" and no one province is included in the level of high and very high literacy activities (index values between 60.01-80.00 and 80.01-100.00).⁸ This is certainly ironic and long-term and short-term solutions must be sought.

⁵ Farid Ahmadi; Hamidulloh Ibda, *Konsep Dan Aplikasi Literasi Baru Di Era Revolusi Industri 4.0 Dan Society 5.0*, p.13.

⁶ Eka Apriani, "A New Literacy: The Role of Technology to Develop Student's Character," *Ta'dib: Journal of Islamic Education* 1 (2016): p.59.

⁷ Agung Ramadhan, "Gerakan Literasi Perlu Dielaborasi," *Metrosulawesi.Id*, January 2020, <http://metrosulawesi.id/2020/01/13/gerakan-literasi-perlu-dielaborasi/>.

⁸ Lukman Solihin; Bakti Utama; Indah Pratiwi; Novirina, *Indeks Aktivitas Literasi Membaca 34 Provinsi* (Jakarta: Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan, 2019), p.57.

Data at the national level is also the same, namely Indonesia occupies a low literacy position (index figure 37.32). For the ranking of 3 provinces with the highest index value, consisting of DKI Jakarta (index number 58.16), D.I.Yogyakarta (number 56.20), and Kepulauan Riau (number 54.76). Papua Province occupies the lowest lift (index number 19.90) and belongs to the very low literacy activity category (in the range of 0-20.00). Whereas Central Java itself occupies a medium position of 33.30.⁹ From the data, a long-term solution is needed that is not just incorporated into learning, but must be in the form of a movement or program. In self-study, media literacy is very urgent to be a vehicle for students to access knowledge, attitudes, and skills.¹⁰ Literacy media alone can strengthen the quality of human resources, let alone be strengthened through a structured, systematic and massive literacy movement program which naturally contributes greatly to the progress of the nation. Although the quality of literacy is largely determined by the teacher, the media, and learning, the presence of programs outside of formal education is also very urgent.

Changes in the 21st century require literacy education, because it turns out that literacy is not just a necessity in education, but also the world of work. Literacy education programs are needed in modern society in the form of theories and frameworks for scholars, educators, and education practitioners.¹¹ Schools and islamic school in this context must take a strategic role in strengthening the quality of literacy, both towards students and teachers themselves. Looking at the Ministry of Education and Culture data above, Central Java is still in a moderate position. Although the Ministry of Education and Culture has initiated the School Literacy Movement (GLS) program as part of the National Literacy Movement (GLN), it has not yet yielded qualitatively optimally. In fact, according to the Minister of Education and Culture Regulation of the Republic of Indonesia Number 23 of 2015 concerning the Development of Character, the School Literacy Movement (GLS) program only focuses on literacy, which is reading non-textbooks for 15 minutes before lessons begin.¹² But what about the quality of digital literacy? Certainly must be supported through programs that were born from the community or educational institutions themselves.

Apart from the low literacy culture, there are still very few educational institutions that are serious about implementing a literacy program. From these

⁹ Lukman Solihin; Bakti Utama; Indah Pratiwi; Novirina, p.58–59.

¹⁰ Durratul Hikmah, "Media For Language Teaching and Learning in Digital Era," *International Journal of English Education and Linguistics* 1, No. 2 (2019): p. 36, <https://ejournal.unuja.ac.id/index.php/ijoeel/article/view/963>.

¹¹ Yung Sang, "Expanded Territories of 'Literacy': New Literacies and Multiliteracies," *Journal of Education and Practice* 8 (2017): p.16.

¹² Kemdikbud, *Buku Saku Gerakan Literasi Sekolah*, (Jakarta: Kemdikbud, 2016), p.3.

problems, the Educational Institution Ma'arif Nahdlatul Ulama of Central Java in the 2018-2023 period made the Ma'arif Literacy Movement (GLM) program dedicated to strengthening the literacy quality of teachers and students and even the wider community. This program is one of the leading programs to improve the quality of education in Central Java. From interviews and observations, the Educational Institution Ma'arif Nahdlatul Ulama of Central Java houses 3,335 schools / islamic school that are targeted by the Ma'arif Literacy Movement (GLM) program. Researchers will conduct research on the concept and application of the Ma'arif Literacy Movement (GLM) program conducted by the Educational Institution Ma'arif Nahdlatul Ulama of Central Java in improving the quality of literacy in teachers and students which is applied in all schools and islamic school under Ma'arif throughout Central Java.

B. Literature Review

There are several literature studies that are relevant to this research, both from books, research, or articles in scientific journals. First, the National Literacy Movement (GLN) program in which there is a School Literacy Movement (GLS) which is mandated by Minister of Education and Culture Regulation No. 23 of 2015 concerning Growth of Character. Conceptually, the School Literacy Movement (GLS) is defined as an overall effort to make schools a learning organization whose citizens are literate for life through public engagement.¹³ Second, *the Literacy Movement in Learning Indonesian Language Based on Local Wisdom Towards Character Students*. From the results of this research, it was found that the development of students' character values in Indonesian subjects was carried out through the learning of language skills, namely writing and reading skills.¹⁴ Third, *Reading Day (One Book One Person): School Literacy Movement as a Realization of Reading Culture in Sukma Bangsa School*. This research calls the Reading Day program (One Book One Person) as the implementation of the literacy movement in schools to improve the quality of literacy especially those developed by teachers and librarians. Techniques in this program are carried out by forming committees, outreach, ownership of reading books to students, involvement of school elements, making affirmation boards, the existence of target readings, presentation of books read, evaluations, appreciation, and archiving writing.¹⁵

¹³ Kemdikbud, *Buku Saku Gerakan Literasi Sekolah*, p. 4.

¹⁴ Aceng Joyo, "Gerakan Literasi Dalam Pembelajaran Bahasa Indonesia Berbasis Kearifan Lokal Menuju Siswa Berkarakter," *Jurnal Kajian Bahasa, Sastra Dan Pengajaran (KIBASP)* 1, No. 2 (2018): p.159, <https://doi.org/https://doi.org/10.31539/kibasp.v1i2.193>.

¹⁵ Ernawati, "Reading Day (One Book One Person): Gerakan Literasi Sekolah Sebagai Perwujudan Budaya Baca Di Sekolah Sukma Bangsa Lhokseumawe," *Unilib : Jurnal*

Fourth, *Implementation of the Madrasah Literacy Movement Program: Research in MAN 1 Bandung City, West Java*. From this research, it was found that implementation conclusions in the literacy program were carried out by the organizers by setting goals, making short-term plans within a period of 1 year and long-term plans as the main objectives of the literacy program. The stages in this movement include habituation, development, and learning. The school literacy movement is implemented with four main activities, namely planning, organizing, implementing and monitoring.¹⁶ Fifth, *Implementation of School Literacy Movement Policy in Muhammadiyah Elementary School 1 Ketelan Surakarta*. The results of this research are explained by school programs as supporting the implementation of the school literacy movement, starting from the 15-minute reading program, friday quranic, school libraries, mobile libraries, reading corners, reading parks, e-money applications, small libraries, writing competitions and synopsis, magazines, wall magazines, and posterization. The stages of the implementation of this program start with habituation, development, and learning. The supporting factors for this movement are determined by the budget, the support of all parties, the solidity of the literacy team, and the energy among the school members. The inhibiting factors are the limited location of schools and students' interest in reading is still low. The solution to the problem is to innovate a new program, and increase the collection of reading material. Sixth, *Portrait of Media Literacy of MA-Islamic Boarding School (Case Study of MA Ma'arif NU Blitar City)*. This research found that the practice of religious media literacy in MA Ma'arif NU Blitar City is already running and needs to be improved in terms of access, understanding, processing, and creating it. The key to the success of this program is the support of all islamic school elements, network access, and strengthening the islamic school literacy team.¹⁷ From the literature review above, the difference with the research that the writer will do is more on the object, target, and form of the program, because the Ma'arif Literacy Movement (GLM) focuses in Central Java, only on schools / islamic school under the Educational Institution Ma'arif Nahdlatul Ulama of Central Java. The Ma'arif Literacy Movement (GLM) in this research focuses not only on journalistic papers, scientific papers, literary works, but also on strengthening digital literacy abilities and is projected for five years from 2018 until 2023.

Perpustakaan 9, No. 1 (2018): p.13,
<https://doi.org/http://dx.doi.org/10.20885/unilib.vol9.iss1.art2>.

¹⁶ Nasrulloh Jamaluddin, "Implementasi Program Gerakan Literasi Madrasah: Penelitian Di Madrasah Aliyah Negeri 1 Kota Bandung, Jawa Barat" (UIN Sunan Gunung Djati Bandung, 2018), p.2, <http://digilib.uinsgd.ac.id/10297/>.

¹⁷ Moch. Lukluil Maknun, "Potret Literasi Media MA Pesantren (Studi Kasus MA Maarif NU Kota Blitar)," *ASNA: Jurnal Kependidikan Islam Dan Keagamaan* 1, No. 1 (2019): p.11, <https://ejournal.maarifnajateng.or.id/index.php/asna/article/view/2>.

C. Research Methods

1. Participants / Subject / Population and Sample

The subject of this research is the Educational Institution Ma'arif Nahdlatul Ulama of Central Java which houses 3,335 education units. The details are 1697 islamic elementary schools, 23 elementary schools, 552 islamic junior high schools, 116 junior high schools, 197 islamic high schools, 41 high schools, 159 vocational high schools, and 1 inclusive school. While the number of targets, namely education staff and students with details of 34,389 educators and 352740 students.

2. Instruments

In this study researchers used qualitative methods. Qualitative research is a method of research with the aim of exploring and understanding the meaning of social or humanitarian problems. This qualitative research in the process involves important efforts, such as asking questions, and procedures, collecting specific data from participants, analyzing data inductively starting from specific themes to general themes, and interpreting the meaning of data.¹⁸ The instrument for collecting data in this research was through interviews, observations, and documentation obtained from the administrators of the Educational Institution Ma'arif Nahdlatul Ulama of Central Java for the period 2018-2023 and the Ma'arif Literacy Movement (GLM) team.

Sources of data in this study are divided into primary and secondary data. Primary data in the form of data from informants based on interviews, observations, and documentation, namely from people in the management structure of the Educational Institution Ma'arif Nahdlatul Ulama of Central Java and the Ma'arif Literacy Movement (GLM) team. Secondary data in the form of data related to research, such as schools / islamic schools data under the auspices of the Educational Institution Ma'arif Nahdlatul Ulama of Central Java, module books and technical guidelines for Literacy Ma'arif Movement (GLM), books published by CV. Asna Pustaka, Asna Journal, and documentation from the *Maarifnajateng.or.id* website, notes related to literacy activities carried out by the Educational Institution Ma'arif Nahdlatul Ulama of Central Java. Researchers in this research describe systematically and thoroughly the program of the Ma'arif Literacy Movement (GLM) of the Educational Institution Ma'arif Nahdlatul Ulama of Central Java for the period 2018-2023 in Central Java. In

¹⁸ John W Creswell, *Research Design, Pendekatan Kualitatif, Kuantitatif, Dan Mixed* (Yogyakarta: Pustaka Pelajar, 2010), p.4.

addition to describing the program, the research aims to reveal the character content of the Ma'arif Literacy Movement (GLM), the form and implementation of the Ma'arif Literacy Movement (GLM), the literacy skills of Ma'arif teachers and students in Central Java and the obstacles and opportunities in implementing the program Ma'arif Literacy Movement (GLM).

3. Procedures of Research

This research was conducted for one month from 1 April 2020 to 1 May 2020. In analyzing the data, this study used descriptive qualitative analysis, by describing factual information obtained from the Educational Institution Ma'arif Nahdlatul Ulama of Central Java about the Ma'arif Literacy Movement program, character content in the Ma'arif Literacy Movement (GLM), the form and implementation of the Ma'arif Literacy Movement (GLM), the literacy abilities of Ma'arif teachers and students, as well as the opportunities and obstacles experienced in implementing the program. The aim is to make a systematic, factual and accurate description or description of the facts, characteristics and phenomena related to the Ma'arif Literacy Movement (GLM) program by the Educational Institution Ma'arif Nahdlatul Ulama of Central Java.

D. Findings

1. Ma'arif Literacy Movement (GLM) Program

The Ma'arif Literacy Movement (GLM) is the work program of the administrators of the Field of Education and Research in the Development of the Educational Institution Ma'arif Nahdlatul Ulama of Central Java for the period 2018-2023. Ma'arif Literacy Movement (GLM) is a form of implementation and development of the National Literacy Movement (GLN) which starts with the stages of program preparation, outreach, implementation, and evaluation.

In the compiled module, it is explained that the Ma'arif Literacy Movement (GLM) is a structured, systematic or planned movement or effort to improve the quality of literacy in learning and outside learning in schools and islamic schools at the Educational Institution Ma'arif from elementary schools / islamic elementary schools, junior high schools / islamic junior high schools, junior high schools / vocational high schools / islamic junior high schools which are strengthened through character content from Strengthening Character Education (PPK) and Aswaja Annahdliyah. In general the Ma'arif Literacy Movement (GLM) is divided into two, namely on learning and outside learning. The Ma'arif Literacy Movement (GLM) can be practiced independently or in synergy with three patterns, namely "learning, habituation, exemplary". The Ma'arif Literacy Movement (GLM) can be developed according to local knowledge, local genius,

local wisdom, facilities and infrastructure of each school and islamic school under the Educational Institution Ma'arif.¹⁹

There are fundamental differences that distinguish this movement from other literacy movements. Besides having the character advantages of Strengthening Character Education (PPK) and Aswaja Annahdliyah, this movement also refers to the old literacy literacy paradigm and new literacy skills.²⁰ The general objective of the Ma'arif Literacy Movement (GLM) is to strengthen the literate character with the new literacy and literacy paradigm through habituation, learning, and exemplariness in schools / madrasas so that they become a nationalist, voluntary, independent, mutual cooperation, and mutual generation paradigm. integrated with Aswaja Annahdliyah values. Specific objectives are (1) to strengthen the ideology and character of Aswaja Annahdliyah through literacy; (2) acculturation of the Islamic tradition of the archipelago through literacy activities; (3) strengthen the culture of old literacy and new literacy; (4) developing students' literacy skills to avoid hoaxes and radicalism; and (5) fostering a culture of *tabayun* (clarification) on students in the Ma'arif school and madrasah ecosystems. While the purpose of learning is to strengthen and support the achievement of graduate competency standards (SKL) of learning in core competencies / basic competencies (KI/KD) according to their respective subjects.

The general target of the Ma'arif Literacy Movement (GLM) is the ecosystem of schools and islamic school at the elementary schools / islamic elementary schools, junior high schools / islamic junior high schools, senior high schools / vocational high schools / islamic senior high schools in implementing the Ma'arif Literacy Movement (GLM) program. Specific targets include teachers, education personnel, islamic schools / school principals, and librarians as facilitators, catalysts, motivators, and initiators of the implementation of the Ma'arif Literacy Movement (GLM) at each level of education. The Ma'arif Literacy Movement (GLM) is intended for students from elementary schools / islamic elementary schools, junior high schools / islamic junior high schools, senior high schools / vocational high schools / islamic senior high schools under the Educational Institution Ma'arif.

¹⁹ Ratna Andi Irawan; Hamidulloh Ibda; Khoirun Niam; Junaidi Abdul Munif, *Modul Dan Panduan Teknis Gerakan Literasi Ma'arif LP Ma'arif PWNU Jawa Tengah* (Semarang: CV. Asna Pustaka, 2019), p.2.

²⁰ Ratna Andi Irawan; Hamidulloh Ibda; Khoirun Niam; Junaidi Abdul Munif, *Modul dan Panduan Teknis Gerakan Literasi Ma'arif LP Ma'arif PWNU Jawa Tengah*, p.xiv.

The benefits of the Ma'arif Literacy Movement (GLM) for the Educational Institution Ma'arif are having excellent and competitive schools and madrasas with the character of Aswaja Annahdliyah. Benefits for schools / madrasas, namely; (1) has a literate climate and ecosystem; (2) has literas products; (3) has the character of Aswaja Annahdliyah; (4) avoiding hoaxes and radicalism; (5) has a scientific, religious, and obedient ecosystem on the principles of tabayun and ethics in media. Benefits for students, namely; (1) assisted in learning and getting information; (2) helped to become a literal person; (3) helped in taking part in competitions in the field of literacy; (4) able to detect and stem hoaxes and radicalism; (5) able to spread the ideology of Aswaja Annahdliyah through the cultural literacy of the Nusantara Islam. While the benefits for the family / community are; (1) building trust in the family / community for quality in schools and islamic schools at the Educational Institution Ma'arif; (2) synergy between schools, families, and the community in educating students; (3) involvement of family and community in the learning / literacy activities of their students.²¹ The Ma'arif Literacy Movement (GLM) has been in stages since 2018. In 2018 a program was prepared by involving a team of developers from lecturers, lecturers (*widyaiswara*), teachers, journalists, and literacy activists. In 2019 module preparation and implementation and evaluation will continue until 2023.

2. Character Content in the Ma'arif Literacy Movement (GLM)

Aside from being oriented towards literacy skills, the Ma'arif Literacy Movement (GLM) program also includes character content consisting of character values in accordance with Minister of Education and Culture Regulation Number 23 year 2015, Presidential Regulation 87 of 2017 concerning Strengthening Character Education (PPK) and Minister of Education and Culture Regulations Number 20 of 2018 concerning Strengthening of Character Education (PPK) in Formal Education Units, and the character of Aswaja Annahdliyah.

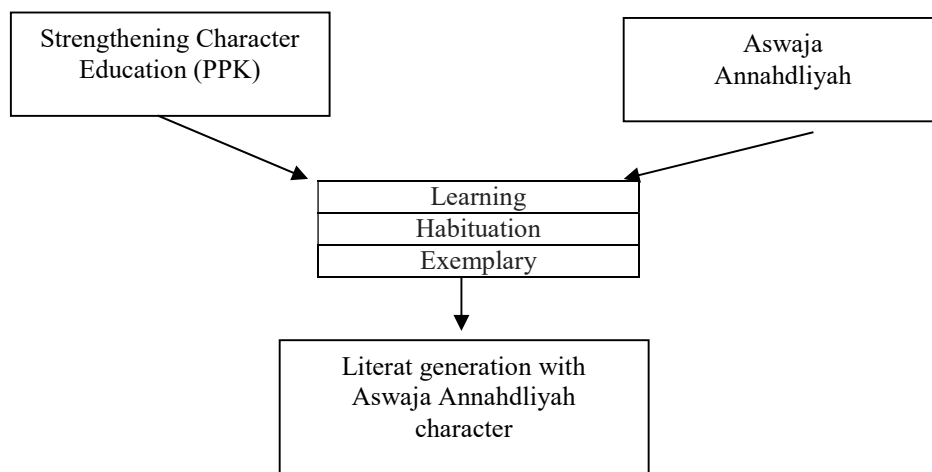
The main character content of the Strengthening of Character Education (PPK) are religious, nationalist, mutual cooperation, integrity, independent. These five characters are then specified into 17 characters in the technical activities of the Ma'arif Literacy Movement (GLM). Starting from religious character, honest, tolerant, discipline, hard working, independent creative, democratic, curiosity, national spirit, love of the motherland, respect for achievement, communicative, love peace, love to read, care about the environment, social care, and responsibility.

²¹ Ratna Andi Irawan; Hamidulloh Ibda; Khoirun Niam; Junaidi Abdul Munif, *Modul dan Panduan Teknis Gerakan Literasi Ma'arif LP Ma'arif PWNU Jawa Tengah*, p. 7-8.

While Aswaja Annahdliyah's character comes from several aspects. First, the basic principles of Aswaja Annahdliyah consist of *at-tawassuth* (middle / moderate attitude), *at-tawazun* (balanced), *at-tasamuh* (tolerance), *i'tidal* (upright), *amar ma'ruf nahi munkar* (maintaining to the good, and prevent evil), and *masalah mursalah* (taking the law / policy in the public interest). Second, the character of *ukhuwah nahdliyah* consisting of *ukhuwah islamiyah* (brotherhood of Muslims), *ukhuwah wathaniyah* (nationality brotherhood), and *ukhuwah basyariyah / ukhuwah insaniyah* (brotherhood of humanity). Third, the character that comes from *Mabadi Khaira Ummah* (the best people) listed in *mabadi khamsah* is *ash-shidqu* (honesty / truth), *al-amalah wal wafa bil'ahdi* (able to carry out tasks according to promise), *al'adalah* (objective, just), *at-ta'awun* (like to help), *istiqamah* (consistent).²²

The characters above are not only in the concept, but are already bound in each literacy activity which is an important part in the implementation of the Ma'arif Literacy Movement (GLM). So if it is mapped, the direction of the Ma'arif Literacy Movement (GLM) does not only build literate generation, but also has a character like the chart below.²³

Chart 1: Character education trait in the Ma'arif Literacy Movement (GLM).



²² Ratna Andi Irawan; Hamidulloh Ibda; Khoirun Niam; Junaidi Abdul Munif, *Modul dan Panduan Teknis Gerakan Literasi Ma'arif LP Ma'arif PWNU Jawa Tengah*, p.5–6.

²³ Ratna Andi Irawan; Hamidulloh Ibda; Khoirun Niam; Junaidi Abdul Munif, *Modul dan Panduan Teknis Gerakan Literasi Ma'arif LP Ma'arif PWNU Jawa Tengah*, p. 7.

2. Form and Implementation of the Ma'arif Literacy Movement (GLM)

The Ma'arif Literacy Movement (GLM) focuses on four types of works, namely journalistic papers, scientific papers, literary works, and technological works. The form of its activities is through learning, education and training, habituation, and competitions. While the implementation of this program is carried out with two models, namely independent practice and practice of synergy carried out through intracurricular and extracurricular learning in schools / islamic schools. The forms of independent practice of the Ma'arif Literacy Movement (GLM) include:

- a. Habituation of Aswaja Annahdliyah's Literacy Tradition
This practice can be carried out independently by schools / islamic schools such as the example of the tradition of *Mars Syubbanul Wathan*, *Sholawat Nahdliyah*, *Mars Ma'arif*, *Aqaid 50*, *Asmaul Husna*, *Berjanzen*, *Manaqiban*, *Quran Recitation*, *Sholawatan*, *Istigatsah*, *tawassul* (pilgrimage grave), as a substitute for activities five minutes of reading before the subject begins or outside of learning
- b. Establishment of Student Press Institutions (LPS)
The formation of the Student Press Institution (LPS) was formed specifically at the level of junior high schools / islamic junior high schools and high schools, vocational high schools, or islamic high schools.
- c. Journalistic Writing Training
This training is carried out with a model of developing journal skills, including writing news, reports, popular articles / essays, features and others. The target is not only students but also teachers and education staff.
- d. Training of Academic Writing
This training is conducted with the model of developing the ability of popular scientific work and independent academic writing for teachers and students. Specifically students are only at the junior high schools / islamic junior high schools and high schools, vocational high schools, or islamic high schools.
- e. Literary Writing Training
This training is carried out independently by schools / islamic schools with the aim of increasing the ability of teachers and students in writing literary works that use certain standards. The types of literary works here are limited to poetry, short stories, novels, rhymes, etc. that are in accordance with the conditions or abilities of the teacher or student
- f. Wall Magazine, Bulletin, Magazine and Tabloid Publishing
Wall magazine, bulletins, magazines, tabloids are some forms of print media that are published for various purposes that are integral to the strategy through a student or independent press agency.

- g. Website as a Student and Teacher Writing Media
In addition to providing the website *Maarifnajateng.or.id* as a media for writing news, popular scientific papers, reviews, and literary works, schools / islamic schools are welcome to create their own websites for writing media for their schools / islamic schools residents.
- h. Contest/Competition
This competition can be held independently by schools / islamic schools in the form of journalistic writing competitions, academic writing competitions, literary competitions, and other competitions that support the improvement of literacy quality.
- i. *Ta'zir* (Writing Penalty)
Ta'zir (punishment) writing is an educative punishment for students who make mistakes or are not disciplined. They are required to write news, articles, poems, short stories, reviews or other types of work that can improve writing skills.
- j. Library Strengthening
Strengthening this library is not only from the physical library procurement, but must meet the requirements of the clarity of the management, the system, the collection, the addition of the internet, and designing the library as an educational tour.

As for the implementation of the Ma'arif Literacy Movement (GLM) with a synergy system is:

- a. Journalistic Writing Training
This training was held to improve the ability of students and teachers in writing journalistic work. The training can be done internally or externally by inviting competent parties in the field of journalism, specifically with the Ma'arif Literacy Movement (GLM) team
- b. Academic Writing Training
This training can be done in synergy with the Ma'arif Literacy Movement (GLM) team as well as lecturers, researchers, and experts. This academic writing training is not only on popular scientific articles, but also scientific papers that refer to thesis, thesis, dissertation, journal scientific article, proceeding scientific article, and also best practice
- c. Literary Writing Training
This training can be carried out by schools / islamic schools that can work together with the Ma'arif Literacy Movement (GLM) team as well as writers, local arts councils that focus on writing poetry, short stories, novels, rhymes, and others.
- d. Aswaja Annahdliyah Cyber Media Training

This training can be conducted by schools / islamic schools with synergy with the Ma'arif Literacy Movement (GLM) team, Nahdlatul Ulama journalists, or managers of cyber media, social media, Youtube affiliated with Nahdlatul Ulama. The goal is that teachers and students foster awareness and activeness in obtaining information, filtering, and detecting news, photos, videos, or information from radical media. The training also aims to improve the ability of teachers and students in writing news, articles, features that are based on religious moderation principles.

The principle of training in the practice of synergy can be done with good synergy in terms of presenters, training materials, funds, to products and follow-up. Synergy is not only limited to the Ma'arif Literacy Movement (GLM) team, but also the local the Educational Institution Ma'arif Nahdlatul Ulama, journalists, lecturers, writers, writers, cultural experts, technology experts, bloggers, youtuber, and others who have the capacity to deliver material. Implementation of the Ma'arif Literacy Movement (GLM) outside of learning both in the area of journalistic writing, academic writing, literary works, and other works that can be done freely by teachers and students outside of synergy or related to the Educational Institution Ma'arif Nahdlatul Ulama of Central Java.

E. Discussion

1. Literacy Skills of Teachers and Students in Central Java

The Ma'arif Literacy Movement (GLM) program only began in mid-2019 until now, because 2018 is the stage of formulation and socialization. Although this program has not been able to improve the quality of teacher and student literacy in Central Java, it can be calculated from several literacy products and the agenda of the Educational Institution Ma'arif Nahdlatul Ulama of Central Java.

This capability is not only calculated in terms of quantity, but can be seen from the quality of the work of students, teachers, and administrators of the Educational Institution Ma'arif Nahdlatul Ulama of Central Java from various types of works. The reason is that all literacy activities carried out in the Ma'arif Literacy Movement (GLM) are product / work based which are indicators of literacy quality It can be calculated with several outputs from journalistic papers, scientific papers, literary works, to technology works that can be seen from the literacy products of the Educational Institution Ma'arif Nahdlatul Ulama of Central Java, starting from *Mopdik Magazine*, *Asna Journal*, *CV Asna Pustaka*, and the *Maarifnajateng.or.id* website which publishes the works of the teachers, students and administrators of the Educational Institution Ma'arif itself.

Table 1: Number of products of journalistic papers, scientific papers, and literary works

Name	Output	Published	Total
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Ma'arif Literacy Movement Program in Improving Literacy Skills

Mopdik Magazine	Popular scientific papers	1 time in 1 year	30
Asna Journal	Academic papers	2 times in 1 year	16
CV. ASNA Pustaka	Scientific papers and literary works	Anytime	28
<i>Maarifnajateng.or.id</i>	News	November 2018-April 2020	600
	Popular article	August 2019-April 2020	144
	Book Review	August 2019-April 2020	36
	Poetry	August 2019-April 2020	36
	Short story	August 2019-April 2020	36
<i>Youtube "Ma'arif NU Jateng"</i>	Video	Anytime	213
Total			1.139

In addition to the work that came from the media or products of the Educational Institution Ma'arif of Central Java, literacy works also came from the competition that was held which can be seen in the table below:

Table 2: Number of products of journalistic writing, scientific papers, and literary works from the results of education and training / competitions

Name of Training / Competition	Type of Work	Implementation	Total
Education and Training of the first edition of the Ma'arif Literacy Movement (GLM)	Popular scientific papers	December 27-28, 2019	60
	Poetry	December 27-28, 2019	60
	Short story	December 27-28, 2019	60
Academic Writing Contest	Academic Writing	December 12, 2019	155
Batik Design Contest	Batik Design	February 18, 2020	26
Video Copyright Competition	Video	February 15, 2020-December 1, 2020	3 (temporary data)

In addition to being seen from the loading of the works of teachers and students of the Educational Institution Ma'arif of Central Java in Ma'arif's or Nahdlatul Ulama's internal media, their works also color a number of local and national print media both like the *Tribun Jateng*, *Suara Merdeka*, *Harian Bhirawa*, *Duta Masyarakat*, and others. The impact of the Ma'arif Literacy Movement (GLM) also made the teachers actively write, whether news, articles, poems, short stories, and the like. As for the news itself, the works of the teachers were also published in various cyber media under the auspices of Nahdlatul Ulama / Ma'arif such as *Suaranahdliyin.com*, *Nujateng.com*, *Nu.or.id*, *Maarifnu.org*, *Dutaislam.com*, *Tabayuna.com*, and general media such as *Harianjateng.com*, *Hariansemarang.com*, *Harianguru.com*, *Hariantemanggung.com*, *Wartanasional.com*, *Ayosemarang.com*, *Koranpati.com*, *Harianblora.com*, *Patinews.com*, *G-news.id*, *Kompas.id*, *Siedoo .com*, *Babe.news*, *Lintas24.com*, *Brnews.id*, *Gatra.com*, *Suaramerdeka.com* and others..

With the publication of the works of Ma'arif's teachers and students indicates that their ability in literacy has improved. That certainly becomes evidence even though it has only been running for half a period, but the impact of the Ma'arif Literacy Movement (GLM) is enormous. In addition to writing activities in the mass media, the ability of teachers and students also improved through several competitions held by the Ma'arif Education Institute and other institutions. For example, competitions in *Porsema*, *Pergamanas*, writing competitions and *Prasidatama* competitions in the Central Java Language Center, competitions held by the education office, the ministry of religion, etc.

2. Obstacles and Opportunities in the Implementation of the Ma'arif Literacy Movement (GLM)

Although in terms of the number of works already high, but the application of the Ma'arif Literacy Movement (GLM) encountered obstacles and opportunities. The obstacle is that, first of all, it is difficult to change the mindset of teachers who still consider literacy to be unimportant. Secondly, it is difficult to coordinate with schools / islamic schools in regencies / cities, because the Educational Institution Ma'arif of Central Java is, in effect, a servant who does not have full authority to directly carry out the activities below besides having to coordinate with the Educational Institution Ma'arif at the district / city. Third, the difficulty of changing oral culture into written culture (literate) especially for older teachers. Fourth, for the practice of the Ma'arif Literacy Movement (GLM) independently it is very easy to do, but for the practice of synergy there are still obstacles in terms of funding and

resource persons, as well as time. Especially in the midst of a covid-19 pandemic like this which stopped all literacy activities, especially training and competitions.

As for the opportunities, first, there is a lot of support from the principal, teachers. Secondly, there is synergy between institutions under Nahdlatul Ulama, making it easier for Ma'arif schools / islamic schools to accept this program. Third, there is support for character strengthening through the Nahdlatul Ulama curriculum and books that strongly support the implementation of character education in the independent practice of the Ma'arif Literacy Movement (GLM), especially in the customary tradition of the Nusantara Islam. Third, support from academics, journalists, writers and the mass media who also publicize the works of teachers and students. Fourth, there is a high-ranking student who writes on the *Maarifnajateng.or.id* website because every article other than news receives a fee of IDR 50000. In addition, there are also free publications at CV. Asna Pustaka by providing free ISBN and book printing services with 25 copies. Fifth, there are 60 literacy volunteers from the training, 155 alumni of the scientific writing competition, 16 batik design contest alumni, and literacy volunteers from the permanent writer *Maarifnajateng.or.id* totaling 35 people. Their task is to support the implementation of the program and to disseminate the activities of the Ma'arif Literacy Movement (GLM). Sixth, there is an integrated website from *Maarifnajateng.or.id* which is updated every day and automatically appears on the website of the schools / islamic schools under the Educational Institution Ma'arif of Central Java. Seventh, there is a competition held by the Educational Institution Ma'arif of Central Java every year, both the writing competition, the design competition, and the video copyright competition.

F. Concluding Remarks

From the results of this study can be concluded into several points. First, the Ma'arif Literacy Movement (GLM) program is a superior program that focuses on journalistic papers, scientific papers, literary works, technology works with a form of independent practice and synergy practices in which there are characters from Strengthening Character Education (PPK) and the character of Aswaja Annahdliyah. Secondly, the Ma'arif Literacy Movement (GLM) program has become a program that can improve the literacy skills of teachers and students in Central Java. That ability can be seen from the number of their works from the publication in the media of by the Educational Institution Ma'arif of Central Java totaling 1,139 works. While the number of products of journalistic papers, scientific papers, and literary works from the results of education and training / competitions until May 2020 is 364 works. Third, four obstacles and seven

opportunities to succeed the Ma'arif Literacy Movement (GLM) program in improving the literacy skills of Ma'arif's teachers and students in Central Java.

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