

# **Analysis of learning motivation and student comprehension in islamic civilization history learning through reading literacy**

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## **Abstract**

*Reading literacy is an important basic skill in Islamic Cultural History learning because low literacy can reduce student motivation and understanding. This study aims to analyse student learning motivation and understanding in Islamic Cultural History learning through the implementation of a reading literacy habit-forming programme at Madrasah Aliyah (MA) NU Nurul Huda. The study uses a qualitative approach with field research and case study design. Data collection techniques included observation, in-depth interviews with Islamic Cultural History teachers, students, and literacy programme managers, as well as documentation. The literacy programme was implemented through independent reading activities for 10–15 minutes before Islamic Cultural History lessons on a regular basis. The results showed that the reading literacy habit-forming programme had a positive impact on students' learning motivation and comprehension. Intrinsically, students showed an increase in reading interest, confidence, and learning activity, while extrinsically, the role of teachers and a conducive classroom atmosphere supported the success of the programme. In addition, literacy habits helped students understand Islamic Cultural History material in a more contextual manner. Thus, the reading literacy habit programme is effective as a strategy for learning Islamic Cultural History.*

**Keywords:** Literacy; Learning Motivation; Islamic Cultural History

## **Abstrak**

Literasi membaca merupakan keterampilan dasar yang penting dalam pembelajaran Sejarah Kebudayaan Islam (SKI), karena rendahnya literasi dapat menurunkan motivasi dan pemahaman siswa. Penelitian ini bertujuan menganalisis motivasi belajar dan pemahaman siswa dalam pembelajaran SKI melalui penerapan program pembiasaan literasi membaca di MA NU Nurul Huda. Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian lapangan dan desain studi kasus. Teknik pengumpulan data meliputi observasi, wawancara mendalam dengan guru SKI, siswa, dan pengelola program literasi, serta dokumentasi. Program literasi dilaksanakan melalui kegiatan membaca mandiri selama 10–15 menit sebelum pembelajaran SKI secara rutin. Hasil penelitian menunjukkan bahwa program pembiasaan literasi membaca memberikan dampak positif terhadap motivasi belajar dan pemahaman siswa. Secara intrinsik, siswa menunjukkan peningkatan minat baca, kepercayaan diri, dan keaktifan belajar, sedangkan secara ekstrinsik peran guru dan suasana kelas

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yang kondusif mendukung keberhasilan program. Selain itu, pembiasaan literasi membantu siswa memahami materi SKI secara lebih kontekstual. Dengan demikian, program pembiasaan literasi membaca efektif sebagai strategi pembelajaran SKI.

**Kata kunci:** Literasi; Motivasi Belajar; Sejarah Kebudayaan Islam

## **Introduction**

In the modern era marked by technological advances and globalization (Supriatna, 2023), the world of education faces challenges in shaping a competent and characterful generation. Wider access to information provides opportunities for the development of student knowledge (Tria Rahayu et al., 2023), but on the other hand, it raises the issue of low motivation and attention to deep learning activities, especially reading. The tendency of the younger generation to be more interested in instant content has an impact on declining interest in literacy, even though literacy is the main foundation in building understanding, critical thinking skills, and academic success (Belvar, 2024). Literacy is understood as the ability to access, understand, evaluate, and use information effectively through various forms of communication, whether verbal, written, visual, or digital (Naufal, 2021). Literacy does not only emphasize technical reading skills, but also includes cognitive and analytical skills that enable individuals to understand meaning, critique, and apply information in various contexts of life (Alghozali et al., 2024). In the world of education, literacy is the main foundation for learning in all fields of study, as this ability supports critical thinking and decision-making based on valid and relevant information.

Amidst technological advances, literacy has evolved beyond simple reading and writing skills to encompass various dimensions such as digital literacy, media literacy, scientific literacy, and financial literacy, all of which are relevant to the needs of the 21st century. However, literacy remains at the core of literacy in general, because through reading, a person can broaden their horizons, deepen their knowledge, and develop communication skills. In the context of learning, literacy is the main asset for understanding complex academic texts, as well as shaping students' motivation and learning habits. Good literacy encourages students to be more confident in exploring knowledge, provides a deep understanding of the material, and builds reflective skills that are important for their success in academia and everyday life (Noverica et al., 2024). Therefore, it is important for educational institutions to continue promoting literacy as an integral part of the learning process, including by implementing literacy habit-forming methods such as those practiced at MA NU Nurul Huda.

Indonesia itself still faces major challenges in terms of literacy. Data from the Program for International Student Assessment (PISA) shows that the literacy skills of Indonesian students still lag those of other countries (Darwanto et al., 2022). This low interest in reading not only affects literacy skills themselves, but also students' motivation to learn and their understanding of various subjects. This is a particular concern for schools, especially in subjects that require in-depth understanding and critical analysis, such as Islamic Cultural History (SKI).

The SKI subject is an important part of the curriculum in Islamic high schools because it not only provides insight into Islamic history and culture, but also teaches moral, spiritual, and social values that are relevant to students' lives. However, the facts on the ground show that SKI learning is often considered monotonous, causing students to lose interest and motivation to study it. As a result, students' level of understanding of this subject tends to be low. This low level of learning motivation is one of the challenges faced by many educational institutions, including MA NU Nurul Huda.

MA NU Nurul Huda recognizes the importance of innovative efforts to overcome this problem. One of the approaches implemented is the literacy habit method, a strategy designed to build structured and sustainable reading habits among students. Literacy is not only a technical activity of reading texts, but also involves deep understanding, analysis, and reflection on the content of the reading. In the context of SKI learning, reading habits are expected to help students better understand the historical context, moral values, and Islamic cultural messages contained in the lesson material. In addition, these habits also aim to increase student motivation to learn, because active involvement in reading can foster curiosity and greater engagement with the material being studied.

Several previous studies have examined the relationship between reading literacy and student motivation and learning outcomes in various learning contexts. Arafah et al. (2024) showed that learning motivation plays a significant role in improving students' reading skills, but their study still placed literacy and motivation in a general relationship without examining the implementation of literacy habituation programs in specific learning contexts. Wahyuni et al. (2024) examined the implementation of literacy programs in improving student learning motivation, but the study was limited to elementary school levels and did not relate it to contextual understanding in narrative-historical subjects. Meanwhile, Rohmawati (2024) examined literacy culture through reading habits in madrasahs but did not specifically examine the relationship between literacy habits and student motivation and understanding in specific subjects.

Based on this review, there is still room for research that specifically examines the implementation of reading literacy habits in the teaching and learning of Islamic Cultural History (SKI), which has narrative-historical characteristics and requires deep contextual understanding. The novelty of this study lies in its focus, which not only describes the implementation of the literacy habit formation program but also reveals its implications for student learning motivation and understanding in SKI learning through a case study approach at MA NU Nurul Huda. Thus, this research is expected to contribute an empirical and contextual description of the role of literacy habits as a learning strategy that can support the improvement of the quality of the learning process and outcomes, especially in subjects that require historical and reflective understanding.

This study aims to describe and analyze in depth the implementation of the reading literacy habit formation method in Islamic Cultural History (SKI) learning and its implications for student learning motivation and understanding at MA NU Nurul Huda. The title of the study reflects the focus on analyzing the relationship between literacy habit formation and two important aspects of learning, namely student motivation and understanding. The literacy habit formation method refers to a series of strategies designed to integrate reading habits into the learning process. Learning motivation includes internal and external drives that encourage students to actively participate in learning activities (Janah et al., 2023), while student comprehension refers to their ability to grasp meaning, interpret, and apply the SKI material being studied (Hamdani, 2015). Through a qualitative approach with a case study design, this research is expected to provide a contextual description of the role of literacy habits as a learning strategy and its contribution to building student motivation and understanding in SKI subjects.

## **Research Method**

This study uses a qualitative approach with field research designed to analyze in depth the learning motivation and understanding of students in Islamic Cultural History (SKI) learning through the application of a reading literacy habit formation program at MA NU Nurul Huda. The qualitative approach was chosen because it allows researchers to understand educational phenomena contextually and in depth based on the direct experiences of research subjects in a natural learning environment. The case study research type was used to focus the study on a specific context, namely the implementation of a reading literacy program in SKI learning. Through this case study, the researcher sought to explore how the literacy program was implemented and how it affected students' learning

motivation and level of understanding of SKI material. This approach allowed the researcher to capture the dynamics of learning, from the perspectives of students, teachers, and school policies.

The research subjects included students of MA NU Nurul Huda, SKI subject teachers, and school literacy program administrators. The subjects were selected purposively, considering their direct involvement in the implementation of the reading literacy program. Data collection techniques were conducted through observation, in-depth interviews, and documentation. Observations were made to observe the implementation of reading literacy habits in SKI learning activities and student responses during the process. In-depth interviews were conducted to explore students' perceptions of learning motivation and understanding of SKI material, as well as teachers' views on the effectiveness of literacy programs in supporting learning. Documentation in the form of photos, videos, activity schedules, and school archives was used to reinforce the data from observations and interviews.

Data analysis was carried out in stages using Miles and Huberman's interactive analysis model, which includes data condensation, data presentation, and conclusion drawing or verification (Solikhah & Wahyuni, 2023). Data condensation was conducted by sorting and reducing data relevant to the research focus, particularly those related to student motivation and understanding in SKI learning. Furthermore, the data was presented in the form of descriptive narratives to facilitate the researchers in identifying patterns and themes that emerged. The conclusion drawing stage was conducted by interpreting the research findings to answer the research objectives and ensure the suitability between the data and the problem formulation.

To ensure data validity, this study applied source and technique triangulation techniques, namely by comparing data obtained from observations, interviews, and documentation. In addition, the researcher involved diverse informants, both students with different academic abilities and teachers with diverse teaching backgrounds. Persistent observation was also conducted through repeated observations of the implementation of the reading literacy habit formation program to obtain accurate and in-depth data. With the application of this method, it is hoped that the research will provide a comprehensive and valid picture of the role of the reading literacy habit formation program in increasing student motivation and understanding of SKI subjects at MA NU Nurul Huda.

## **Results and Discussion**

### **A. Implementation of the literacy habituation program**

The literacy habit formation program was implemented in the Islamic Cultural History (SKI) subject at MA NU Nurul Huda as a response to the low motivation and understanding of students, which was often caused by their lack of interest in monotonous learning. According to Fullan in Suryana and Pratama (2018), implementation is the process of applying new ideas, programs, or a series of activities by individuals or groups who are expected to experience change. To improve the quality of learning, this program integrates reading SKI material for 10-15 minutes before the lesson begins. This literacy habit aims to familiarize students with academic texts, deepen their understanding of historical contexts and Islamic values, and increase student engagement in the learning process. By reading in advance, it is hoped that students can better prepare themselves, broaden their horizons, and build reading habits that can increase their overall motivation to learn. This program is in line with literacy theory that emphasizes the importance of the ability to understand, evaluate, and apply information effectively (Cynthia & Sihotang, 2023), which in turn contributes to improving the quality of education and student understanding in SKI subjects.

In implementing this program, teachers provide guidance to students regarding the purpose of the reading activity, which is to prepare them before moving on to more in-depth material. Students are asked to read independently, but under the supervision of teachers who function as facilitators. Teachers guide students to pay attention to important points in the material, such as the moral values contained in historical stories or explanations of the development of Islamic culture. During the reading activity, the classroom atmosphere is kept calm and conducive, with the focus on reading without distractions. To provide a clearer picture of the implementation of this program, the following photos show the atmosphere of literacy activities in the classroom, where students are actively engaged in reading SKI material, and teachers provide guidance and direction related to the content of the reading. These photos illustrate how the literacy program is implemented in practice and how a conducive learning atmosphere is created to support reading activities.



Source: Personal Documents

**Figure 1.** Implementation of the Literacy Habituation Program

Figure 1. Shows how the literacy habit formation program is implemented in SKI lessons at MA NU Nurul Huda. After the 10–15-minute reading session is complete, the teacher then asks students reflective questions related to the material they have read, with the aim of encouraging a deeper understanding and building students' analytical skills regarding the text. These questions are designed not only to test comprehension, but also to encourage students to think critically, connect the information they have just read with their existing knowledge, and develop their ability to construct logical arguments and reasoning. With this approach, students are expected to be more active in discussions and develop a more comprehensive understanding of the material being studied.

This program is implemented consistently at the beginning of each SKI lesson, thereby forming a reading habit among students. One of the main principles applied in the implementation of this program is constructivist-based learning, which emphasizes the importance of student involvement in the learning process (Kasi, 2022). Based on Piaget's view, students who are actively involved in the learning process will find it easier to build a deeper understanding (Andi et al., 2023). In this case, reading materials before learning can prepare students to be more ready to accept more complex material during SKI lessons. Through this reading literacy program, students are not only exposed to current information but are also invited to analyze and relate this information to the knowledge they already have, which will enrich their understanding of SKI topics.

## **B. Implications of the literacy habituation program on student learning motivation**

Learning motivation can be understood as a drive that arises within an individual, either consciously or unconsciously, which encourages them to engage in learning activities to achieve certain goals (Gymnastiar, 2024). This drive acts as psychological energy that activates learning behavior, directs

individuals towards their desired goals, and maintains the continuity of learning activities over a certain period. Learning motivation not only determines whether someone will learn or not but also influences how the learning process is conducted, including the level of seriousness, perseverance, and consistency of students in facing various academic challenges.

In line with Sondang P. Siagian's opinion, motivation is a driving force that makes a person willing to exert their maximum energy, abilities, and time to achieve predetermined goals (Lomu & Widodo, 2018). In the context of education, motivation functions as an internal factor that determines the quality of student engagement in the learning process. Motivated students tend to show active attitudes, enthusiasm, and a high sense of responsibility towards the academic tasks assigned to them. Motivation also plays a role in shaping positive attitudes towards learning activities, so that students are more prepared to accept the material and strive to understand the learning process in depth. In the learning process, learning motivation serves as the main driver that stimulates, directs, and maintains the continuity of student learning behavior so that learning objectives can be achieved optimally. The presence of motivation greatly determines the amount of effort, perseverance, and sincerity shown by students in participating in the learning process, both inside and outside the classroom (Aflizah et al., 2024). High motivation encourages students to be more active in seeking information, daring to ask questions, and not giving up easily when facing difficulties in learning.

Numerous studies show that students with important levels of learning motivation tend to achieve better learning outcomes because they can manage their study time effectively, have clear goals, and demonstrate strong determination in achieving academic success. Conversely, low learning motivation often results in a lack of attention to lessons, low participation in learning activities, and suboptimal academic achievement (Khaerunnisa et al., 2024). Therefore, learning motivation is one of the key factors that needs attention in efforts to improve the quality of education.

Learning motivation is influenced by several factors, both internal and external. Internal factors include personal goals, aspirations, interest in learning, and the physical and psychological conditions of students, such as health, self-confidence, and mental readiness to participate in learning (Ayu et al., 2024). Meanwhile, external factors include a supportive learning environment, a conducive classroom atmosphere, interesting learning methods, and support from teachers, schools, and parents (Sari & Daulay, 2024). The interaction between these internal and external factors determines the level of student learning motivation and affects the success of the overall learning process. Efforts

to increase student learning motivation need to be conducted comprehensively through the creation of a positive learning environment, the provision of adequate support, and the development of learning strategies that can continuously stimulate students' interest and enthusiasm for learning.

The implementation of a literacy habit program in SKI subjects at MA NU Nurul Huda directly contributes to increasing student learning motivation, both through internal mechanisms such as increasing self-confidence and through external mechanisms such as a supportive learning environment. One of the main implications of this literacy habit program is an increase in students' intrinsic motivation, which is the drive that comes from satisfaction and enthusiasm in learning something. Silalahi states that implications are the results of the implementation of a policy or program that can have a positive or negative impact on the parties targeted by the activity (Ramdan et al., 2023). In this case, the implication of implementing the literacy habit formation program is the positive impact felt by students, both in terms of learning motivation and their readiness to understand SKI subject matter. By reading SKI material for 10-15 minutes before class begins, students could prepare themselves independently. This preparation not only builds students' confidence but also increases their sense of competence, as they have a preliminary understanding of the topics to be discussed. This sense of competence is important because, according to the Self-Determination Theory (Ryan & Deci, 2020), feelings of capability and competence are key factors in building learning motivation. By reading beforehand, students feel more prepared and are no longer afraid to face complex subject matters, thereby increasing their learning motivation.

In addition, this program also contributes to students' extrinsic motivation, which is characterized by the drive to meet certain expectations or demands, such as following the teacher's instructions or achieving academic excellence. Teachers utilize these literacy sessions to provide guidance, for example by emphasizing important points in the reading material, such as the moral values contained in historical stories or the roles of prominent figures in the development of Islamic culture. After the literacy activity, teachers ask reflective questions designed to encourage students to think critically and connect the information they have read to a broader context. This approach is in line with social constructivism and social learning theory, which emphasize the importance of interaction between teachers and students in increasing student engagement and understanding (Munthe et al., 2024). With consistent guidance and direction, students are motivated to understand the material more deeply and actively participate in class discussions.

A conducive classroom atmosphere during literacy programs also contributes to student motivation. Classrooms are arranged to be quiet, free from distractions, and provide space for students to concentrate fully on reading activities. This supportive learning environment creates a sense of comfort and security for students to explore reading without pressure. According to Bandura, a positive learning atmosphere can increase students' *self-efficacy*, which is their belief in their ability to complete certain tasks (Illahi et al., 2024). When students feel successful in understanding the reading material and answering reflective questions, their confidence increases, which in turn strengthens their motivation to continue learning.

The findings of this study are also in line with the results of a study conducted by Wahid (2024) at SD Inpres Panaikang 1 in Makassar City, which identified that internal factors such as reading ability and reading habits, as well as external factors such as a conducive school environment and the optimal role of the library, are important determinants in the success of literacy programs to increase student learning motivation. The study confirms that literacy programs implemented consistently with adequate learning environment support can overcome barriers to student learning motivation. This strengthens the argument that the literacy habit-forming program at MA NU Nurul Huda, which is conducted consistently for 10-15 minutes before lessons, supported by the active role of teachers and a conducive classroom atmosphere, has a solid empirical foundation in increasing student motivation to learn SKI subjects.

This literacy habit-forming program also helps reduce laziness that often arises due to a lack of learning motivation. According to Sardiman, students with high learning motivation tend to have the intention to study regularly, work diligently on assignments, and create effective study schedules (Dharmastuti, 2024). By reading consistently before class begins, students begin to show changes in attitude, such as being more diligent in completing assignments, more engaged in class discussions, and more enthusiastic about SKI material.

The implementation of this literacy habit-forming program creates a learning environment that fosters student motivation, both internally and externally. By making reading a habit as the first step in learning, students are not only prepared to understand the material better but are also encouraged to develop study habits that will support them in achieving higher academic achievement. This program is a concrete example of how literacy-based strategies can have a positive impact on student learning motivation, while also improving the overall quality of learning.

### **C. Implications of the literacy habit formation program on student comprehension**

According to Gardner, as cited by Dewi and Ibrahim (2019), comprehension is a mental process that involves an individual's ability to adapt and transform the knowledge they have acquired. This process shows that comprehension is not passive but active, as it requires students' cognitive involvement in processing, interpreting, and constructing meaning from the information they receive. In the context of education, understanding refers to students' ability to comprehend, digest, and connect new information with their prior knowledge, thereby forming a more complete and meaningful knowledge structure. In addition, understanding is also characterized by students' ability to apply this knowledge in relevant contexts, both in learning situations and in everyday life (Agustina, 2023). Good understanding does not only include the ability to remember or memorize information, but also involves higher-order thinking skills, such as analyzing, evaluating, critiquing, and drawing conclusions from a concept or problem. Thus, understanding becomes an essential goal in the learning process, as it emphasizes in-depth mastery of concepts and the development of students' critical and reflective thinking skills. Understanding-oriented learning will help students not only achieve cognitive learning outcomes but also form intellectual attitudes that enable them to deal with various issues rationally and contextually. Student understanding in SKI learning is important because, in addition to mastering information, students are expected to be able to connect historical, cultural, and Islamic moral values concepts with the context of their lives. In this case, the literacy habit applied in SKI subjects at MA NU Nurul Huda plays a significant role in improving students' understanding of the subject matter. The literacy habit provides an opportunity for students to read the material independently before class begins, which gives them an initial overview of the topics to be studied. Through this activity, students are given the space to develop a deeper and more comprehensive understanding of the material being discussed.

One of the positive implications of the literacy habit program on student understanding can be seen through the question and answer and reflection activities conducted after the literacy session. After students read the material for 10-15 minutes, teachers often ask reflective questions designed to encourage students to think more critically and connect their reading with broader concepts. This process not only engages students in reading activities but also encourages them to articulate their understanding clearly. This is evident in the increasing number of students who actively answer questions and openly express their ideas or opinions in front of the class. Observations made during the literacy

program show that students who were previously less active in class discussions began to show improvement in terms of participation. They not only answered questions correctly but were also able to develop their answers by linking them to information they had read previously. For example, when asked about the role of historical figures in the development of Islamic culture, several students were able to confidently name influential figures and explain their contributions, both in terms of history and moral values relevant to the lives of Muslims today.

This increase in understanding is also related to the students' ability to convey their ideas in a structured and in-depth manner. In class discussions, many students are now better able to connect the concepts they have learned with real life, such as Islamic values in the context of their daily social and cultural lives. This is in line with the constructivist learning theory used as a guideline, which states that a deeper understanding will be achieved when students can relate new information to existing knowledge (Rahmani et al., 2023). Thus, through literacy habits, students not only memorize information, but also develop the ability to think critically, reflectively, and applicatively about the material being studied.

The findings of this study are reinforced by the results of a study entitled " " by Gomes (2024), which examined the relationship between reading literacy and Indonesian language learning outcomes among fourth-grade students at SDN 1 Ampenan elementary school. The study showed a significant positive relationship ( $p=0.001 < 0.05$ ) between reading literacy and student learning outcomes. This research confirms that the better the students' reading literacy, the better their understanding and learning outcomes of the subject matter. The consistency of these results reinforces the argument that the 10–15-minute reading literacy program at MA NU Nurul Huda not only increases motivation but also significantly strengthens students' understanding of SKI material through a structured and consistent reading process. This is also in line with the findings of Menge (2025), which implemented a 15-minute reading program before lessons in elementary schools, where an increase in reading comprehension was found, as seen from the students' ability to answer questions correctly based on the content of the reading material. Thus, the 10–15-minute duration applied in the literacy program proved to be an effective strategy for improving students' understanding of narrative-historical learning materials such as SKI.

In addition, the conducive and interactive learning atmosphere created during the literacy program also had a positive impact on students' comprehension, as well as their motivation to learn. A supportive and distraction-free environment gave students the opportunity to concentrate fully on their reading, allowing them to absorb the material better. When they answer

reflective questions or engage in discussions, they feel more confident in expressing their opinions, which certainly supports their understanding of SKI material. The literacy habit-forming program at MA NU Nurul Huda has been proven to not only increase students' motivation to learn but also have a significant impact on their understanding of the subject matter. The reading habit applied before the lesson begins gives students the opportunity to be better prepared for the topics to be discussed, while also improving their critical and reflective thinking skills. Through this approach, students not only understand academic material, but are also able to relate knowledge to real life. This also shapes students' characters to be smarter, more critical, and more mature in their thinking.

To facilitate the examination of the interrelationships between research findings, the results of the analysis are summarized in the following matrix.

Table 1. Synthesis of Findings on the Literacy Habituation Program in SKI Learning

<b>Findings</b>	<b>Key Findings</b>	<b>Impact on Motivation</b>	<b>Impact on Student Comprehension</b>
<b>Literacy habit formation</b>	Regular reading before learning	Improving readiness and interest in learning	Providing an initial overview of the material
<b>The role of teachers</b>	Guiding, directing, and linking reading with material	Encouraging student engagement	Helping to understand the context of the material
<b>Supporting factors</b>	Conducive environment and routine implementation	Maintaining focus and consistency in learning	Supporting gradual understanding
<b>Obstacles</b>	Differences in reading interests and abilities	Some students still need external encouragement	Understanding is not yet widespread

The table shows that the success of literacy habituation is not only determined by the implementation of reading activities, but also influenced by the role of teachers, supporting conditions, and obstacles faced by students. These findings form the basis for identifying the contribution of the literacy habituation program to the SKI learning process, which is described in the following section.

#### **D. Contribution of the literacy habit formation program**

The literacy habit formation program implemented at MA NU Nurul Huda has made a significant contribution to supporting the success of the learning process. In the context of education, contribution refers to the role or contribution of a program, policy, or learning method to the achievement of educational goals.

Contribution can be interpreted as any form of support or positive influence provided by an effort to achieve the desired results, whether in terms of improving academic competence, motivation, or character building of students. The contribution of the reading literacy program is reflected in the various positive impacts felt by students, ranging from increased motivation to learn to their understanding of the subject matter. This program is designed to integrate reading habits with the learning process, so that students do not only rely on the material presented by the teacher, but also actively seek information independently. This approach places students at the center of the learning process, which is in line with the principle of active learning. By starting lessons with a 10–15-minute reading session, students are given the opportunity to prepare themselves, both mentally and emotionally, which creates a more productive learning atmosphere.

The contribution of this program can be seen from its impact on student learning motivation. Learning motivation is an important element in improving the quality of teaching and the learning process (Ramadhani & Muhroji, 2022), and the literacy habit program has succeeded in fostering both intrinsic and extrinsic motivation in students. In terms of intrinsic motivation, the habit of reading before class begins gives students confidence because they have a preliminary understanding of the material to be studied. This confidence motivates them to be more active in the learning process, whether by asking questions, answering questions, or participating in class discussions. Meanwhile, in terms of extrinsic motivation, teachers play a vital role by providing guidance and direction during literacy sessions. Teachers not only highlight important points in the reading material, but also connect them to real-life contexts, so that students feel that the material they are learning is directly relevant to the world around them. This approach encourages students to study harder to meet their teachers' expectations and achieve certain academic goals.

In addition to increasing motivation, this program also has a significant impact on students' understanding of the subject matter. Understanding, as one of the main objectives of learning (Pambudi et al., 2019), involves the process of adapting and transforming information into meaningful knowledge. In the context of SKI subjects, student understanding is not limited to mastery of information, but also includes the ability to connect historical, cultural, and Islamic moral values concepts with everyday life. This literacy program helps students build this understanding through independent reading and guided discussion. Students are encouraged to think critically, analyze the information they read, and relate it to broader concepts. Observations during the program showed that many students who were initially passive began to actively

participate in class discussions, demonstrating a significant increase in understanding. The sustainability of this literacy habit-building program is unmistakable evidence that a literacy-based approach can build and strengthen a positive learning culture in the school environment. Through student involvement in regular and structured literacy activities, this program has succeeded in instilling a habit of reading as part of daily learning activities. The reading habit that has been built is not only oriented towards academic achievement, but also directed at forming an independent, reflective, and sustainable learning character. Thus, literacy is no longer seen as a temporary obligation, but as a necessity and habit that is inherent in students' lives.

This literacy habit-forming program encourages students to read not only to understand lesson material or fulfill curriculum requirements, but also to expand their knowledge, broaden their horizons, and develop critical thinking skills. Through various reading activities, students are trained to analyze information, connect concepts, and draw conclusions independently. These skills are important in helping students make the right decisions, both in an academic context and in everyday life. In addition, literacy also plays a role in improving students' communication skills, both verbally and in writing, so that they are better able to express their ideas and opinions in a coherent and logical manner.

Overall, the contribution of this literacy habit program can be seen from the various positive achievements that have been felt by students and the school environment. This program not only influences increasing students' motivation to learn and their understanding of the subject matter, but also creates a more inclusive, interactive, and collaborative learning atmosphere. Students have become more active in the learning process, while teachers have the space to develop more creative and participatory teaching methods. With the success that has been achieved, this literacy habit formation program has great potential to be further developed and adapted by other schools as a good practice in education.

Amidst the demands of modern education that emphasize the importance of literacy skills, critical thinking, and lifelong learning, literacy habit formation programs are a strategic step in preparing students to face the challenges of 21st-century learning. Through the strengthening of a culture of literacy from an early age, students are expected to become adaptive, knowledgeable individuals who are ready to face changes and developments in the future.

## **Conclusion**

The literacy habit program at MA NU Nurul Huda has shown meaningful results as an innovative approach to SKI learning. Through the habit of reading for 10-15 minutes before learning, students could prepare themselves mentally

and emotionally, creating a structured transition to learning focus. This program has been proven to increase student motivation to learn, both intrinsically through personal satisfaction in understanding the material, and extrinsically through the guidance and direction of teachers. In addition, literacy habits also strengthen students' understanding of SKI material by developing critical and analytical thinking skills, enabling students to connect historical concepts and Islamic values to the context of everyday life. The strength of this program lies in its ability to build reading habits as an integral part of learning and create a conducive learning atmosphere with the full support of teachers.

However, this program faces several challenges that need to be overcome, such as the limited availability of varied and relevant reading materials, obstacles to consistent program implementation in maintaining long-term student enthusiasm, and time constraints in a busy learning schedule. To optimize this program, it is recommended that schools expand their collection of reading materials that are relevant to the curriculum and attract students' interest, both in print and digital form. In addition, training for teachers in designing interesting and interactive literacy sessions is necessary to maintain consistency and increase student engagement. Adjustments to the learning schedule are also needed so that the literacy program remains integrated without sacrificing the allocation of time for other subjects. With these improvements, the literacy habit formation program can continue to develop and provide greater benefits for the learning process and student development.

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