



The Muslim Mulia Cinta Ilmu (MMCI) Program in Developing Students' Reading Literacy Skills in Primary

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Abstract: This study aims to determine the design and implementation of the Muslim Mulia Cinta Ilmu (MMCI) program to develop students' reading literacy development at a private school in Bogor City. This research uses a qualitative approach with a case study method. The data collection was carried out using observation, interview, and documentation. The data analysis used is thematic analysis referring to the theory of Miles and Huberman, namely data reduction, data presentation, and conclusion drawing. The results of this study show that implementing the MMCI program as an innovation program in reading literacy is the school's core program by implementing structured reading habits.

INTRODUCTION

Education is essential to improve self-development as a human resource in formal and informal education. The better the education of a nation is, the better the country's quality. One of the things that affects education is literacy skills; literacy is an activity of reading, listening, writing, and speaking that

helps students find and process the information they need for themselves and help others (Sya & Helmanto, 2020). The implementation of literacy can improve the quality of learning in schools. Therefore, the development of school literacy programs needs special attention so that all school members can optimize it. Literacy is a national



program, so it needs to be implemented early, such as by being included in primary school education and continued at the junior high school level. Through the Ministry of Education and Culture, the Government of the Republic of Indonesia promoted the National Literacy Movement (GLN) to implement the regulation of the Minister of Education and Culture Number 23 of 2015. Literacy has several types: reading and writing, science, numeracy, digital, financial, cultural, and citizenship (Díez-Palomar et al., 2023; Serrar & Ibrahim, 2025). Reading literacy is one of the literacies that can affect students' ability and willingness to acquire new knowledge and information.

Reading literacy is finding information in writing as reading material to help students gain knowledge; reading can help students think critically when making decisions (Zainal et al., 2021). Reading literacy is critical to be applied in schools; the aim is to improve literacy skills in students (Butler, 2024), especially at the primary school level, so that it requires the entire application of various supporting aspects so that students can develop

their abilities (Imbaquingo & Cárdenas, 2023). Reading has a powerful cultural influence on students' literacy development (Miller & Khatib, 2023), but until now, the application of reading literacy to students in Indonesia has been low. Reading has not yet become a primary activity, but it has become a way for some people to fill their leisure time. In December 2023, the final results of the Programme for International Student Assessment (PISA) study conducted in 2022 announced that Indonesia's ranking for reading literacy had improved to 71st, whereas in 2018, Indonesia was ranked 74th (Putria et al., 2024). Although Indonesia's ranking rose, Indonesia's average score for reading literacy fell 12 points from 2018 to 359. This score is 117 points adrift of the global average of 476. This fact certainly still shows little interest in reading about someone who can hurt himself and society.

Developing reading literacy skills is still a significant problem in many schools (Dewitz & Graves, 2021). Challenges can be seen from how difficult it is to implement and familiarise literacy activities in primary schools (Nuresa et al., 2023).

Educational institutions such as schools must be the principal place in improving the character of students fond of reading. Schools are places to gain knowledge that must implement reading literacy activities. This reading literacy activity has an essential influence on student success and will help students understand oral and written information (Prados Sánchez et al., 2023).

Seeing the existing problems, the Ministry of Education and Culture created the School Literacy Movement (GLS) program. GLS is a social movement that receives support from various levels of society. One of the measures taken to realize schools as learning organizations whose citizens are lifelong literates is the habituation of student reading (Demirci et al., 2025; Piccinin & Dal Maso, 2021). This habituation is done with 15-minute reading activities adjusted to the school context or target. GLS can develop and familiarise students with reading and understanding the content of the books that students read. The school literacy movement can help students in getting used to reading.

Based on the results of observations, several students experience low interest in reading, such as (1) students who have not understood the content of the reading they read, (2) students who have not reached the target in their reading, (3) students who read slowly and stammer a little, (4) and some students who find reading less attractive (5) students are not severe in reading which causes some students to be less conducive when reading. Thus, some students will find it challenging to understand the meaning and purpose of the reading books they read. Seeing the existing problems, The school implemented a program to develop students' literacy skills, such as the government's program from the Ministry of Education and Culture, namely the School Literacy Movement (GLS).

The GLS program is the Muslim Mulia Love Science (MMCI) program. The MMCI program is a reading habituation program that aims for Islamic-based educational institutions to be committed to integrating Islamic values into learning. This program is designed to help students improve their reading skills and instill a love of science

following Islamic teachings. The MMCI program is similar to the Government's School Literacy Movement program, except that in the MMCI program, schools emphasize students in reading to explore positive information such as reading books that tell the history of Islam, the role models of prophets and apostles, moral messages of filial piety to parents. The MMCI program was implemented in 2021 and has been running for approximately two years. This program is one of the school's core programs. In implementing MMCI, reading habits are carried out daily to add insight and knowledge gained, and then students apply it daily.

In the MMCI program, the school has policies that are different from those of the usual GLS. This MMCI program has unique characteristics with targets the school wants to achieve in developing students' reading skills. Reading activities are essential because every reading is advantageous knowledge. This MMCI program is interesting to apply to elementary school students as a noble Muslim who loves knowledge. Implementing MMCI

is expected to significantly impact the development of students' reading skills at SDIT Insan Karima Cigombong. With the proper support, it is expected that students will be able to read fluently and develop a love of knowledge as part of their faith and charity.

METHOD

This research uses a qualitative approach with a case study method, namely by in-depth observation of the core program at SDIT IK in Bogor district. Data were obtained through documentation, observation, and interviews. Data analysis in this study uses the Miles and Huberman model: data reduction, data presentation, and conclusions.

RESULT & DISCUSSION

Result

The findings in the form of data or information that researchers describe are the results obtained from observations of MMCI activities in the classroom, interviews with principals and teachers, and documentation found in the school environment. The design of the MMCI program will be illustrated in the following diagram:

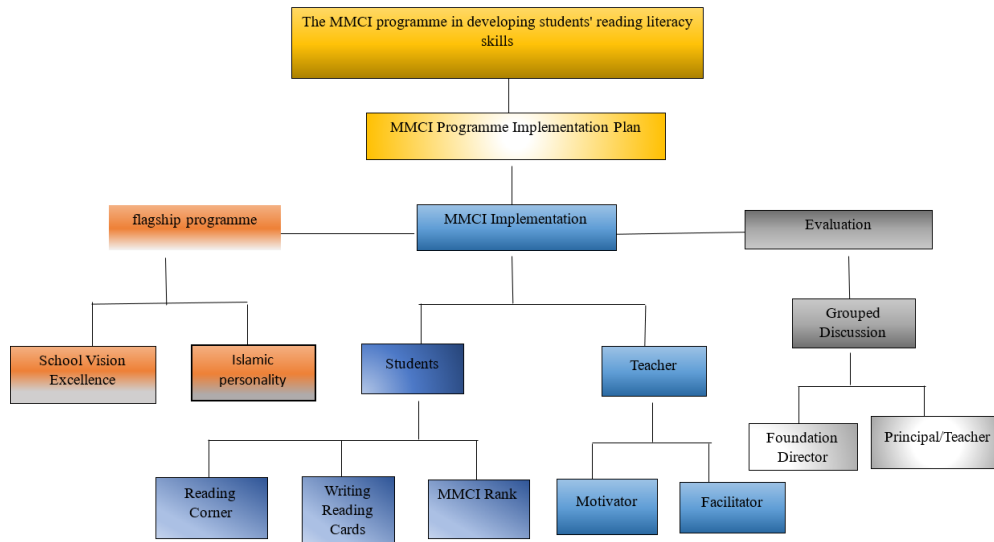


Figure 1 Findings Chart

MMCI is a Core program.

The MMCI program is one of the book-reading activities. MMCI is implemented as the school's core program following the school's vision of 'Becoming a superior school that creates noble generations with Islamic personalities.'

This program expects students to become noble people through reading to develop their abilities.

MMCI implements a reading corner with various types of books.



Figure 2 Flyer MMCI



Figure 3 reading corner

In the image are exciting storybooks with images, and teaching materials such as storybooks, especially

illustrated ones, are expected to attract students' attention and develop reading skills with high curiosity.

The reading corner has a book exchange schedule so that all students can read the books provided by the school.



Figure 4 Book exchange schedule

The school also has a unique implementation method: it makes reading cards that students will fill in when they finish reading. Students will write down the book's title, the number of pages, and the number of books they have read. It will make it easier for the school to monitor students' reading activities.



Figure 5 MMCI read card

In addition to reading cards, the school also implements a rank system to motivate students, which means that the school will give a rank or Star to students who read books, which means that the school will give a rank or Star to students who read books. The rank is named Brigadier, Major, Lieutenant, and Grand General. The rank of Brigadier is the lowest, with one Star. Major is a higher rank than Brigadier, with only two stars; Lieutenant is a rank with three stars; and General Akbar is the highest rank, with four stars given to students who read the most books. In addition to the school rank, it also gives certificates to students who diligently read many books; the goal is to motivate students to read many books.



Figure 6 of the power of MMCI

The rank and certificate are given to students per the reports from the reading cards collected by the homeroom teacher to the person in charge of MMCI.



Figure 7 MMCI implementation

In the MMCI program, teachers are essential in the implementation process. Teachers, as motivators, motivate and encourage students to read books. Teachers, as facilitators, must also monitor the implementation of MMCI in the classroom. Besides that, teachers also make particular MMCI schedules according to the conditions and needs of students, check the progress of reading students, and report to the person in charge the data results from the reading cards written by students.

MMCI Evaluation

The school evaluates the development of reading literacy in implementing the MMCI program by supervising the implementation of this program, followed by checking the reports submitted by teachers/homeroom teachers to the person in charge of MMCI to find out

how many books have been read. The report will be evaluated in the focused discussion taking place.

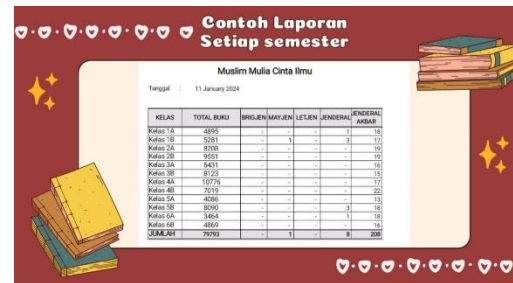


Figure 8 Assessment report

Discussion

In this MMCI program, the school pays enough attention to the running program by implementing one of the teachers as the person in charge, who aims to implement literacy development at the school directed, structured, implemented, and coordinated. The person in charge of MMCI plays a significant role in running the program by having responsibilities such as carrying out his duties in monitoring the running of the MMCI program by monitoring, recapping data, making schedules, and reporting student achievement results when implementing MMCI. Based on the research.

The reading corner is a means of supporting the implementation of MMCI. The reading corner was made to make it easier for students to read books

because, with the reading corner, students can read in class when they have free time (Prihartini et al., 2023). The reading corner can also make students comfortable when reading in class. The books in the corner are of various types, such as short story books, science books, and stories of prophets and apostles (Lee et al., 2021). The types of books available in the reading corner contain moral messages that students can apply in their lives.

The function of the reading corner is to get students used to reading books. Students can emulate and even apply moral or scientific messages from the books (Gasser et al., 2022). The reading corner is also a facility for running a literacy program that can motivate students by fostering interest in reading. So, the reading corner must be comfortable for students to read. The reading corner must also be as attractive as possible to attract students' interest (Kartasasmita et al., 2024)

The MMCI program also has a rank system where the rank will motivate students to read so that students will read with their awareness without any element of empathy. Reading activities using a rank system can improve

students' skills and development (Humaira et al., 2021). It is proven that students will compete to read books with the most predicates. Then, there will be healthy competition in book-reading activities. Giving *rewards* to students will increase students' motivation to read books; the school carries out this effort (Guay, 2022; Pelletier et al., 2022) with the hope that students can maintain the title, and students who have not received the title will be encouraged to increase their motivation to read like their friends. Reading cards are a medium students use to write the results of what they read; the school applies this to obtain data that will be reviewed further, making it easier for the school to evaluate the MMCI program. In a focused discussion, the principal and the teachers will re-evaluate the report's results from the reading card to develop the MMCI program to be better structured as a core program. Evaluation of a program is essential to determine whether a program implemented by the school is effective.

In the implementation of the program, the school has obtained good results for students in developing

reading literacy skills, namely by using innovations, media, and methods that can have a positive impact, such as the number of student reading books increasing, meaning that the student reading process through the MMCI program has developed with the number of books increasing every semester. Students' vocabulary increases in reading activities, and students can encounter new vocabulary that can be applied to the student's own life. Reading ability increases; for example, students can read several books in a shorter time, become more critical, add information, and understand and conclude information on reading. The MMCI program can produce students as a generation that loves knowledge with broad insights.

CONCLUSION

The program can be used as a reference for other schools for improving reading literacy skills because, as a core program, MMCI a reading literacy with a system that is organized and prepared by the school to achieve better results and create students who love knowledge with the process of MMCI activities by reading books to make a habit for students,

provide *rewards* that can spur students' enthusiasm in reading as well as facilities and infrastructure that support the availability of adequate books in the reading corner in each classroom with various types of books available to make it easier for students to gain knowledge.

The school and teachers have an essential role in developing reading skills in this program by coordinating, directly monitoring, and evaluating the program with teachers as facilitators in the classroom, which will produce students who love to read and can develop their reading skills, produce a generation of love for knowledge in the MMCI program.

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