

## The Existence of Islamic Young Journalist Alliance in Increasing Literacy Competencies in Al-Amien University Prenduan Students

Uswatun Hasanah<sup>1\*</sup>, Miftahul Jannah<sup>2</sup>

Universitas Al-Amien Sumenep-Madura, Indonesia

\*Correspondence Email: [uswahsan.zain@gmail.com](mailto:uswahsan.zain@gmail.com), [miftahuljannah150303@gmail.com](mailto:miftahuljannah150303@gmail.com)

### Article Info:

Received: 25-12-2024

Accepted: 28-01-2025

Published: 30-03-2025

### Abstract

Literacy is a very important basic skill in the world of education, not only including reading and writing skills, but also critical thinking, analyzing, and understanding information in depth. Al-Amien University (UNIA) Prenduan has a Student Activity Unit (UKM) AJMI as a forum for female students who are interested in writing and journalism. However, although enthusiasm for this UKM is high, the improvement of female students' literacy competencies is still not optimal. This study aims to analyze the existence of UKM AJMI in improving female students' literacy competencies and identify the obstacles faced in its implementation. Using a descriptive qualitative approach with Edward III's policy implementation theory, this study examines four main factors: communication, resources, disposition, and bureaucratic structure. Data were collected through interviews, observations, and documentation of the administrators and members of UKM AJMI. The results of the study show that UKM AJMI has implemented various programs such as journalism training, book discussions, publication of works, and digital literacy workshops to improve female students' literacy competencies. However, there are several obstacles in the implementation of this program, including lack of internal coordination, minimal resources (funds and access to reading materials), low discipline and participation of members, and obstacles in establishing cooperation with external parties. Based on these findings, the study recommends the need for increased coordination in the management of the AJMI UKM organization, optimization of resources, and expansion of cooperation networks with external institutions to support more effective literacy development. This study is expected to be a reference for the development of literacy programs in universities and a reference for further research in the same field.

**Keywords:** Motivation to Learn, Arabic and Non-Santri Graduates

**How to Cite:** Hasanah, U., & Jannah, M. (2025). The Existence of UKM (Student's Activity Unit) AJMI (Alliance of Young Islamic Journalists) in Improving Literacy Competencies in Al-Amien University (UNIA) Prenduan Students. *Cigarskruie: Journal of Educational & Islamic Research*. Pages, 60-108. Vol. 2, No. 2, 2025..

### Introduction

There are many alternatives in conveying an idea, one of which is writing. This method is still considered effective, even becoming a means of counter discourse for some people who are not good at conveying their arguments directly in front of many people. Along with the rapid flow of digitalization, the process of conveying an idea has also undergone a transformation towards digital that offers speed. However, writing is still a way that exists, even though it has been digitized, the writing process is still carried out in various circles, of course using newer media. In the context of communication and ideas, writing can be used to interpret messages, meanings and symbols that are implied or explicit (Ridgway, 2024).



In the world of education, writing is an aspect that gets a warm welcome to continue to be developed in every educational institution. Al-Amien University (UNIA) Prenduan is one of the educational institutions that teaches and facilitates learning space for students who have an interest in journalism, through the activities of the school's AJMI UKM. This is in line with Tarigan's opinion that an effective way to master writing skills is through systematic practice (Hilda Rahmah, 2023, p. 3). In addition to facilitating students' interests and talents, this is done so that students will be able to write short stories, essays, poems, and news both in school magazines and in the mass media. Writing will be an interesting ideas and ideas in a media requires expertise and qualified literacy, especially in the field of journalism. However, the high enthusiasm of students for this extracurricular activity is not proportional to the increase in writing skills.

AJMI UKM at Al-Amien University (UNIA) Prenduan consists of the Person in Charge of AJMI, Chairman, Secretary, Treasurer, R&D, Publication and Literature they run this AJMI UKM with once a week must gather to coincide with Thursday night at 20:00 WIB to discuss to determine several groups to write short stories, essays and poems according to their respective besik of each other. And from these works, it will be chosen which is more suitable or good in writing to be used as a newspaper or AJMI's radar. And once a month the AJMI management will hold a big meeting with the son. In Islamic Education, it is known by the terms, namely *Al-Tarbiyyah* and *Al-Ta'lim*. Each of these terms has its own meaning that is different from each other. These differences are caused by differences in text and context. *Al-Tarbiyyah* is derived from the root word *Al-Rabb* which is interpreted by some experts as master, owner, repair, caring, and beautifying. *Al-Tarbiyyah* means the process of delivering something to the limit of perfection which is carried out step by step. The term *Ta'lim* is a small part of *Al-Tarbiyyah* *Al Aqliyyah* that aims to acquire knowledge and thinking skills, which in nature refers to the cognitive domain, but also the affective and psychomotor domains (Mahfud, 2011, p. 150).

Literacy is the ability to carefully read, compose, calculate and handle problems at the level of expertise required in the world of education, work, family and society. We know it by literacy. However, nowadays literacy is very important. Literacy itself is not only the ability to read and compose, but literacy can be interpreted as the ability to think critically and be able to feel the surrounding circumstances, especially the environment (Marlina, 2022, p. 3). So literacy is not only related to basic skills such as reading and writing, but also includes the ability to think critically, understand social and environmental contexts, and be able to solve complex problems. In this modern era, literacy is the key to participating effectively in educational, professional, family, and community life in general. The ability to process information, analyze and respond appropriately is critical in addressing today's complex and dynamic challenges.

Literacy activities have a great influence on students, with students reading and writing students will have extensive knowledge. In school, there are many subjects that students must study, one of which is Islamic Religious Education (PAI). Seeing how wide the scope of PAI discussion is

concerned with all aspects of human life, it is necessary to add material references. This addition concerns the aspect of knowledge in the form of material, where the material is not only obtained through the teacher when teaching, but by reading, students are also able to receive more information. For this reason, literacy is needed in PAI lessons (Maryanti, 2020, p. 10). Literacy is narrowly described as the ability to read and write. Literacy is not just literacy, but the individual's proficiency to take advantage of all the possibilities and skills available in life. According to current developments, literacy is not just about language and literacy. But literacy is linked to various life skills and functions, the application of literacy in lectures is carried out through learning to read, write, speak and analyze (Nur Intan Bella, 2022, p. 3). So it can be concluded that the understanding of literacy has evolved from just reading and writing skills to a broader concept. Today, literacy encompasses a wide range of life skills and functions that are very important. In addition to language skills, literacy also involves skills such as critical thinking, analysis, communicating effectively, and being able to use information wisely in various contexts.

In the academic environment, the application of literacy often involves learning that includes reading, writing, speaking, and analyzing. This not only helps students master academic material, but also prepares them to actively participate in society and solve problems they face in their daily lives. Thus, literacy does not only focus on the language aspect, but also includes other critical and practical skills necessary to succeed in various areas of life. Literacy starts from the abilities of each individual in a community, such as a female student in a lecture. Literate students will have pleasure or a penchant for reading and writing activities, so that in growth and development through habituation of development or learning. This ability will become a habit that forms a pattern of literacy ability between one student and another, so that it is no longer just a single ability, but the ability of the community, community, or school residents. Therefore, literacy culture is something broader and more important than just individualistic reading and writing technical skills (Vidiawati, 2019, p. 6).

So literacy is not only limited to an individual's ability to read and write, but also covers a broader cultural aspect within a community or society. A female student who has literacy not only has technical reading and writing skills, but also has fun and a passion for doing these activities. The importance of literacy in a cultural context is that it encompasses the habits, values, and practices that shape the way we interact with information, ideas, and society as a whole. Literacy culture encompasses how a community supports and encourages the development of reading, writing, critical thinking, and using information wisely.

In the lecture environment, literacy culture can be seen in how educational institutions encourage their students to develop their literacy skills through curriculum, active learning, and support from lecturers and academic staff. In addition, literacy culture also includes how students support and share knowledge, as well as how they integrate literacy into their daily lives outside of the classroom. Thus, literacy culture plays an important role in shaping a pattern of widespread literacy

abilities among members of a community or institution, not only as an individual ability but as a valuable intellectual and social resource.

Reading skills are something that is very closely related to the entire learning process at school. Reading is very important in the learning process, because in the process of reading will involve many senses and souls to understand the message or symbol written in a medium that can develop students' ways of thinking and imagination (Aulia & Munajah, 2017, p. 70). The purpose of education is to form children with noble ethics and noble character. Reading activities, which lead to students who like to read, are a means to achieve this goal. Therefore, every phase of teaching and learning activities (KBM) in schools should be dominated by reading (literacy) activities (Billy Antoro, 2017, p. 13).

So reading skills are very important in the learning process in school because they involve many senses and help students in understanding the message as well as developing ways of thinking and imagining. Reading not only supports the learning process but also contributes to the achievement of educational goals, which are to form children with noble ethics and noble character. Therefore, reading activities should be the main part of every phase of teaching and learning activities in schools. Improving literacy requires strong collaboration between the government, schools, families, and society as a whole. Inclusive and relevant educational SMEs, support for the development of teachers and education facilitators, and efforts to improve access and use of technology in education can help accelerate literacy improvement. With a shared awareness and commitment to address these challenges, Indonesia can move towards higher literacy levels, providing far-reaching benefits to individuals, society, and the country as a whole.

The basic literacy movement, which contains the ability to read, write, and think critically, is related to the theory of multiple intelligence. This theory means that an individual who is taught by involving his own intelligence will be dominant in learning, understanding and applying knowledge effectively (Reny Zulinda, 2019, p. 26). So, it can be concluded that the literacy movement is a foundation that involves the ability to read, write, and think critically can be attributed to the theory of multiple intelligence. This theory was put forward by Howard Gardner and states that each individual has different types of intelligence. By involving such intelligence in the learning process, individuals can be more effective in learning, understanding, and applying knowledge. In the context of the basic literacy movement, an approach that integrates different types of intelligence can help improve students' ability to read with comprehension, write clearly and persuasively, and think critically to evaluate information.

In this way, education becomes more inclusive and responsive to the diversity of intelligence of each individual. The importance of fostering an interest in reading and writing is an effort to revive literacy. This literacy UKM has been implemented by several schools through UKM designed by each institution. In one of the courses that implements UKM literacy activities is Al-Amien University (UNIA) Prenduan (Reny Zulinda, 2019, p. 28).

Literacy competencies are a prerequisite for 21st century skills through integrated education from family, school, and community. According to its use, literacy competencies are considered very important for everyone to master. This is because literacy competence can improve a person's critical thinking (Diva, 2011, p. 2). The literacy competence of Indonesian students who represent Indonesian society in general is relatively low. For this reason, literacy competence is a competency that has a very high urgency to be mastered by students, especially in facing the consequences of information technology developments that encourage the emergence of many changes. Increasing literacy competencies must be a portable projection of education from the basic education level. This urgent matter emphasizes the involvement of all parties involved in the world of education, starting from the central level, district/city provinces, to education units, namely schools (Rahmi, 2023, p. 3).

This phenomenon then urges the government to immediately improve so that the Indonesian people are able to compete in the international arena. Therefore, students' interest in reading needs to be increased, one of which is by developing school literacy competencies. The importance of the application of literacy competencies can affect the level of success and ability of students to understand various knowledge clearly literacy is more than just reading and writing, but includes the ability to access, understand, and use things intelligently through various activities and thinking skills by using knowledge sources in various forms that can broaden students' horizons so that, the more insight will be greatly increased. support the success of students in dealing with various problems (Rahmi, 2023, p. 6).

## Research Method

In this study, the researcher used a qualitative approach that is descriptive. According to Sugiyono, the qualitative research method is a research used to research on natural objects where the researcher is the key instrument, data collection techniques are carried out in combination, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization (Prasanti, 2018, p. 16). The data sources used in this study include primary data and secondary data. Primary data were obtained from the results of interviews with resource persons related to the Use of Arabic Learning Motivation for "Non-Pesantren" Graduates at the Dirosat Islamiyah Al-Amien Institute Prenduan. Meanwhile, secondary data is obtained from other literature that supports the credibility of the data (Zuchri Abdussamad, 2021). The data collection procedure uses interview, observation and documentation techniques on data that are considered to support primary data. While data analysis, the researcher uses data reduction techniques, presenting data and then drawing conclusions (Scott, 2016).

## Results and Discussion

1. The process of implementing AJMI UKM in improving literacy competence in UNIA Prenduan students

Literacy is an ability that a person has in applying and understanding something in the subject of reading that every individual who has part of his life is to be cultured. The management of literacy programs in this reading culture practice is sourced from literacy activities themselves. Literacy is the ability to access, understand and use something intelligently through various activities, including reading, seeing, listening, writing and speaking. In the process of implementing literacy activities, it is not spared from the culture in reading and writing that is carried out every day by emphasizing the habits that are obeyed and carried out by each student in order to improve reading skills and skills in writing which are expected from every educator and education staff, it is very much hoped that the literacy culture can be applied to daily life (Faizah, 2016, hlm. 3).

Implementation of literacy activities According to Wiedarti & Laksono, the stages in the implementation of literacy have three stages, namely the habituation stage, the development stage, and the learning stage, including:

**a. Habituation**

The habituation process in the implementation of literacy aims to form positive habits towards literacy activities in daily life. At this stage, students are introduced to various activities of reading, writing, speaking, and listening regularly, so that these activities become fun habits. This habituation activity can be started by introducing books and reading materials from an early age, getting used to reading every day, and encouraging students to write a journal or simple story. In addition, listening and speaking activities are also involved to train communication skills. This habituation must be done consistently and supported by an environment that supports literacy, both at home and on campus. Thus, students will feel comfortable with literacy activities and will integrate them into daily activities (Hastuti, 2018, hlm. 33).

**b. Development**

Development in the process of implementing literacy is a stage where the literacy skills that have been habituated are strengthened and deepened. At this stage, students not only continue reading, writing, speaking, and listening, but are also invited to develop their skills in a more complex and critical way. Development activities include reading more diverse and challenging texts, writing with a better structure, and improving speaking and discussion skills. This development aims to make students more skilled in understanding, analyzing, and expressing their ideas more effectively (Rahmi, 2023, hlm. 5).

**c. Learning**

The application of literacy skills, such as reading, writing, speaking, and listening, in all learning activities. This is done by integrating literacy activities in various subjects so that students not only learn literacy skills separately, but also use them in understanding and processing information, as well as communicating effectively. This process aims to develop students' literacy skills in a comprehensive and sustainable manner (Muhammad, 2016, hlm. 26).

**2. Obstacles in the implementation of AJMI UKM in improving literacy competence in UNIA Prenduan students**

The definition of "obstacle" according to KBBI is defined as an obstacle, obstacle and factor or circumstance that limits, hinders, or prevents the achievement of a goal, so that it becomes a force that can force the cancellation of an implementation. By knowing the definition of 'obstacle', it is certain that the obstacles faced in the implementation of AJMI UKM must be known, plus AJMI UKM here is a program that is needed to develop literacy competence (Kholid, 2020, p. 69).

In this discussion, the results of the analysis will be given related to the obstacles faced during the implementation of AJMI UKM at Al-Amien Prenduan University. There were three discussions, namely facilities and infrastructure, and human resources during the implementation of AJMI UKM at Al-Amien Prenduan University.

#### a. Facilities and Infrastructure

Facilities according to KBBI are defined as everything that can be used as a tool in achieving a predetermined purpose or goal, facilities also concern matters related to tools and media. Meanwhile, Infrastructure itself is defined as everything that is the main support in organizing a process, both related to business, development, projects, and so on. Because literature is within the scope of education. According to Indrawan, educational facilities related to all facilities, both equipment, complements, materials, and furniture, all of which are used directly in the teaching and learning process, both concerning movable and immovable objects, which function in achieving educational goals, and facilitate the educational process in an orderly, effective, and efficient manner. These objects include buildings, classrooms, benches, tools as learning media, libraries, parking lots, laboratories, and others.

Meanwhile, for educational infrastructure, it will be related to all facilities that are indirectly useful as support so that the educational process in any form runs optimally. This educational infrastructure will be related to the yard, garden or school garden, the road to the school, discipline, and everything that indirectly supports other educational processes (Dharmawan, 2021, p. 86).

From these two explanations, it can be concluded that the difference between facilities and infrastructure in the implementation of literacy activities in the field of education lies in their nature. Broadly speaking, facilities play a direct role in influencing the educational process, while infrastructure tends to have an indirect impact on the process. However, in terms of benefits, both have an equally important role in supporting the smooth running of education, including in the implementation of literacy activities. Therefore, means and infrastructure must be seen as interrelated and inseparable elements, as they support and influence each other (Dharmawan, 2021, p. 88).

Given the importance of these facilities and infrastructure in the realm of education, including in terms of the implementation of AJMI UKM, of course all forms of obstacles in terms of AJMI UKM facilities and infrastructure, must be known and efforts to solve the problem must be known, so that these obstacles can be overcome quickly, and do not cause other problems during the implementation of AJMI UKM. Based on the results of the evaluation of the implementation of AJMI UKM at Al-Amien Prenduan University, it can be concluded that the facilities and infrastructure at the university are not optimal. This can be seen from the lack of adequate hall as a place to carry out AJMI UKM activities, as well as the absence of making that can be used to display the works produced by the UKM members.

#### b. Human Resources (HR)

According to Elbadiansyah, Human Resources or better known as HR abbreviations, will certainly be directed at aspects of human quality, both in terms of cognitive abilities (knowledge), affective (attitude), and psychomotor (skills). Then further in terms of definition, human resources are defined as human beings who are driven by an organization, to be used as a source of driving information, a source of originating ideas or thoughts, and as a source of planning for all forms of activities in an organization or company in the hope of achieving the expected goals.

Human Resources (HR) is one of the most important factors in any organization or company. Human resources are not just a workforce, but rather individual potential, be it

knowledge, skills, or attitudes, that can be developed to achieve organizational goals. As a very vital element, human resources play a role in almost every aspect of organizational operations, from planning, organizing, implementing, to evaluation and development (Nur Intan Bella, 2022, p. 19).

HR has several dimensions that need to be considered by every organization or company.

First, cognitive abilities related to the knowledge or insight that a person has. This knowledge includes an understanding of the theories, concepts, and information underlying the work being done. This ability is the basis for making rational and data-driven decisions.

Second, affective ability, which is related to an individual's attitude and behavior towards his duties and responsibilities, as well as interaction with others. Positive attitudes such as motivation, commitment, teamwork, and adaptability are crucial in creating a productive and harmonious work climate. Someone with a good attitude will be able to work more effectively in a team and solve problems that arise in the field.

Third, psychomotor skills, which are practical skills that a person has. These skills focus more on physical and technical aspects, such as the use of tools, technology, or work procedures required in the job. These skills are often acquired through continuous training, experience, and education, as well as a deep mastery of techniques (Wan Muhammad Fariq, 2023, hlm. 32).

At the organizational level, effective HR management can produce various benefits, such as increasing productivity, accelerating innovation, and creating a healthy and highly competitive organizational culture. In other words, quality human resources are not only a factor in achieving short-term goals, but also the key to the sustainability and long-term development of the organization (Usman, 2020, p. 7). Therefore, proper human resource management is very important. Organizations that understand the importance of human resource quality will pay more attention to the process of selection, development, and improvement of existing human resource skills and capabilities. This will create more value that is not only felt by the organization, but also for the individuals who work in it, with the creation of mutually beneficial working relationships and better career development. Thus, human resources are not only personnel who do work, but also as movers, thinkers, and planners who have a fundamental role in achieving organizational goals.

## Conclusion

Based on the exposition in the previous chapter, to facilitate a clear understanding of the discussion presented in this thesis, the following conclusions can be drawn. The implementation of literacy activities at UKM AJMI follows three key stages: habituation, development, and learning. The habituation stage focuses on cultivating positive literacy habits, such as regular reading, writing, speaking, and listening, to foster comfort in daily practices. The development stage reinforces and expands these skills by engaging students with diverse and challenging texts while enhancing their analytical and discussion abilities. Finally, the learning stage integrates literacy into all subjects, ensuring students apply these skills holistically across their academic work. However, UKM AJMI faces challenges, particularly in infrastructure, such as inadequate facilities and insufficient media for displaying members' work, which hinder the smooth operation of activities. Additionally, human resource limitations, including varying levels of cognitive, affective, and psychomotor abilities among members, as well as gaps in commitment and motivation, impact program effectiveness. Addressing these challenges through improved infrastructure and strategic HR management is essential for the program's success.

## References

- Aulia, L. S., & Munajah, R. (2017). Studi Deskriptif Membaca Permulaan Di Kelas IB Sdn Pancoran 07 Pagi Tahun Ajaran 2019/2020. *Jurnal Ilmiah Pendidikan Guru Sekolah Menengah Pertama*, 5(1).
- Billy Antoro. (2017). , *Gerakan Literasi Sekolah Dari Pucuk Hingga Akar Sebuah Refleksi*. Kementerian Pendidikan dan Kebudayaan.
- Dharmawan, M. (2021). Mengidentifikasi Kendala Pelaksanaan Gerakan Literasi Sekolah Sebagai Upaya Pengembangan Mutu Budaya Literasi Di Negri Bali Mandara. *Bali : Jurnal Penjaminan Mutu*, 7(2).
- Diva, S. A. (2011). *Implementasi Kebijakan Publik*. Universitas Muria Kudus'.
- Faizah, D. U. (2016). *Panduan Gerakan Literasi Sekolah Dasar*. Jakarta : Kementiran Pendidikan dan Kebudayaan, 1–5.
- Hastuti, S. (2018). *Gerakan Literasi Sekolah Mengimplementasikan Tahap Pembiasaan dan Pengembangan Literasi*. Vol. 1, No. 2(Universitas Balikpapan), 1–33.
- Hilda Rahmah. (2023). Peningkatan Literasi Jurnalistik Melalui Pelatihan Penulisan Berita pada Siswa Ekstrakurikuler Jurnalistik SMA Muhammadiyah 01 Semarang. *Abdimasku : Jurnal Pengabdian Masyarakat*, 2(1).
- Indrawan. (2015). *Pengantar Manajemen Sarana dan Prasarana Sekolah*.Kholid, M. (t.t.). *Kendala-kendal dalam Pelaksanaan Gerakan Literasi Sekolah*. Uneversitas Negri Semarang.
- Mahfud, R. (2011). *Al-Islam: Pendidikan Agama Islam*. Erlangga.
- Marlina, N. (2022). *Implementasi Literasi Sosial Budaya DI Sekolah Dan Madrasah*. 6(2).
- Maryanti, S. (2020). PROGRAM LITERASI DALAM MENINGKATKAN MUTU PROSES PEMBELAJARAN PENDIDIKAN AGAMA ISLAM PESERTA DIDIK KELAS VIII D SMP NEGERI 2 PIYUNGAN TAHUN PELAJARAN 2019/2020 [Skripsi, UIN SUNAN KALIJAGA YOGYAKARTA]. <https://digilib.uin-suka.ac.id/id/eprint/42600/>
- Muhammad. (2016). *Desain Induk Gerakan Literasi Sekolah*. Direktorat Jendral Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan.
- Nur Intan Bella. (2022). Implementasi Program Kampus Mengajar dalam Meningkatkan Literasi dan Numerasi di Masa Pandemi Covid-19 di SD Islam Khairu Ummah Makassar. *Universitas Islam Makassar*, 7(2).
- Prasanti, D. (2018). PENGGUNAAN MEDIA KOMUNIKASI BAGI REMAJA PEREMPUAN DALAM Pencarian Informasi Kesehatan. *Jurnal Lontar*, Vol.6 No 1. <https://e-jurnal.lppmunsera.org/index.php/LONTAR/article/view/645>
- Rahmi, A. (2023). *Strategi Meningkatkan Kemampuan Literasi Dengan Gls: Gerakan Literasi Sekolah*. 3(2).
- Reny Zulinda. (2019). *Implementasi Program Literasi Untuk Meningkatkan Prestasi Siswi Dalam Pendidikan Agama Islam*.
- Sugiyono. (2016). *Metode penelitian kualitatif, kuantitatif dan R&D*. Cv. Alfabeta.
- Vidiawati, V. (2019). Implementasi Program Literasi dalam Meningkatkan Minat Baca Peserta Didik Madrasah Ibtidaiyah Negeri 4 Pondok Pinang Jakarta Selatan. *Institut PTIQ*, 2(3).
- Wan Muhammad Fariq. (2023). *Analisis Deskriptif Inovasi Strategi dan Metode Pembelajaran dalam Kerangka Merdeka Belajar*. 12. No 3.
- Zuchri Abdussamad. (2021). *Metode Penelitian Kualitatif*. CV. Syakir Media Press.