

## THE IMPLEMENTATION OF LANGUAGE MONTH ACTIVITIES IN THE OPTIMIZATION OF STUDENTS' LITERACY AT SMA IT AL- FITYAH BINJAI INDONESIA

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### Abstrak

Penelitian ini bertujuan menganalisis implementasi kegiatan Bulan Bahasa dalam mengoptimalkan literasi siswa di SMAIT Al Fityah Binjai, Sumatera Utara, Indonesia pada jenjang Sekolah Menengah Atas (SMA). Berbagai penelitian telah membahas penguatan literasi di sekolah, namun kajian yang secara khusus menelaah pengelolaan program Bulan Bahasa sebagai strategi terstruktur dalam pengembangan literasi produktif di lingkungan Sekolah Menengah Atas Islam Terpadu masih terbatas. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan fungsi manajemen yang meliputi perencanaan, pengorganisasian, pelaksanaan, dan pengawasan berperan dalam meningkatkan keterlibatan siswa dalam kegiatan literasi yang dirancang secara sistematis. Pelaksanaan program tersebut mendorong siswa untuk aktif membaca, menulis, serta mengembangkan kemampuan mengemukakan gagasan secara terarah sebagai bagian dari penguatan literasi produktif. Secara konseptual, temuan ini menegaskan bahwa pengelolaan program bahasa berbasis sekolah yang dilakukan secara terstruktur dapat menjadi strategi efektif dalam membangun budaya literasi yang berkelanjutan pada jenjang Sekolah Menengah Atas Islam Terpadu. Penelitian ini memberikan implikasi bahwa model manajemen program yang terencana dan terintegrasi dapat menjadi rujukan bagi pengembangan literasi produktif di sekolah menengah atas lainnya.

**Kata Kunci:** *Bulan Bahasa; Literasi Produktif; Manajemen Program Sekolah; Budaya Literasi; Sekolah Menengah Atas Islam Terpadu.*

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### Abstract

This study aims to analyze the implementation of Language Month activities in optimizing students' literacy at SMAIT Al Fityah Binjai, North Sumatra, Indonesia at the Senior High School (SMA) level. Although various studies have discussed literacy enhancement in schools, research that specifically examines the management of Language Month programs as a structured strategy for developing productive literacy in Integrated Islamic Senior High Schools remains limited. This study employed a descriptive qualitative approach with data collected through observation, interviews, and documentation. The findings indicate that the application of management functions, including planning, organizing, implementation, and supervision, plays a role in increasing student engagement in systematically designed literacy activities. The implementation of the program encourages students to actively read, write, and develop the ability to express ideas in a structured manner as part of strengthening productive literacy. Conceptually, these findings affirm that structured school-based language program management can serve as an effective strategy for building a sustainable literacy culture at the Integrated Islamic Senior High School level. This study implies that a well-planned and integrated program management model can serve as a reference for the development of productive literacy in other senior high schools.

**Keywords:** *Language Month Program; Productive Literacy; School Program Management; Literacy Culture; Integrated Islamic Senior High School.*

### INTRODUCTION

Strengthening literacy at the Senior High School (SMA) level has become a global concern, particularly in the context of developing productive literacy that emphasizes not only reading skills, but also the ability to produce written and oral works in a reflective and critical manner. Various international studies indicate that a structured school literacy culture contributes to the improvement of productive literacy development, which does not merely focus on reading skills, but also on the ability to produce written works and language expression reflectively (State, 2022). In this context, the development of productive literacy is understood as a process of transformation from text consumption activities toward the production of ideas in a critical and creative manner



(Boonk et al., 2018). A number of studies also emphasize that a school literacy culture is formed through systematic program management, teacher support, and students' active participation in language-based activities (Merga, 2020). Thus, school-based literacy programs require integrated planning, organizing, implementation, and evaluation in order to build a sustainable literacy ecosystem (Zanobini et al., 2024).

In Indonesia, one form of school literacy implementation that has strong historical roots is the Language Month activity, which is held every October as a reflection on the Youth Pledge of 1928. However, in practice, this activity is often understood as an annual ceremonial agenda without systematic managerial reinforcement to produce tangible student literacy products. In fact, productive literacy requires students' active involvement in producing literary texts, speeches, and other language works as a manifestation of the transformation from reading activities into the production of ideas (Lea et al., 2015). Within the school environment, the commemoration of Language Month and Literature plays a crucial role in instilling the character values of nationalism and a sense of love for the Indonesian language as the national language that unites diversity (Kusumawati et al., 2019). In addition, this momentum serves as a medium for the integration of language and art, which cannot be separated in enriching students' spiritual and intellectual experiences (Hasanah, 2021).

Literacy is the primary foundation for improving the quality of education because it directly contributes to students' learning outcomes, both in terms of reading skills and mastery of subject matter. Various national and international evaluations indicate that students' literacy skills are closely correlated with their mastery of academic content (Chekayri, 2025). This affirms that literacy cannot be positioned merely as a technical skill of reading and writing, but as a primary instrument in building deeper conceptual understanding. Education at the Senior High School (SMA) level in the current information era requires a reorientation of literacy culture from merely the ability to read to productive competence capable of generating tangible works. In addition, literacy skills also assist individuals in filtering and understanding various information wisely and carefully in everyday life (Tamara, 2023).

At SMAIT Al Fityah Binjai, strengthening literacy has become a primary agenda to shape graduates who are critical and capable of



expressing ideas systematically. The development of literacy has also begun to be directed toward the gradual introduction of English in order to broaden students' intellectual horizons. Through this series of activities, SMAIT Al Fityah strives to provide a space for students' expression to produce works that tangibly reflect their religious and intellectual identities (Iswatiningsih et al., 2023). In the context of Islamic education, literacy also possesses strong spiritual and epistemological dimensions. The tradition of reading and writing in Islam is rooted in the values of revelation and the development of knowledge; therefore, strengthening literacy in integrated Islamic schools has both theological and pedagogical legitimacy (Chekayri, 2025). Thus, the implementation of the Language Month program at SMAIT Al Fityah Binjai can be understood as a strategic effort to build productive literacy integrated with the values of Islamic education. Literacy within the integrated Islamic school environment is viewed as a manifestation of behavior and character, in which every idea expressed in the form of speeches or drama scripts must be grounded in Islamic values (Kadir, 2025). This command to engage in literacy also includes the effort to understand linguistic diversity as a sign of God's greatness; therefore, the introduction of English in the Language Month activities is viewed as an initial step to equip students with broader means of communication (Ponuak, 2024).

The success of strengthening literacy through Language Month activities is highly dependent on the effectiveness of school management in managing all available resources. Educational management acts as the driving force in planning and organizing literary and drama activities so that they run in harmony with the school's vision of shaping a literate generation (Elfrianto et al., 2022). The synergy between school management policies and the availability of learning facilities, such as a professionally managed library, becomes a determining factor in creating a school climate that is conducive for students to continuously produce work (Oktavia, 2023).

Although various studies have discussed literacy culture and school literacy programs, research that specifically analyzes the implementation of Language Month activities as a strategy for developing productive literacy in Integrated Islamic Senior High Schools remains limited, particularly those that link the function of school management with the production of students' literacy works (Merga, 2020). This gap indicates



the need for a more in-depth study within the context of Islamic education at the Senior High School level. Based on this background, this study aims to analyze the Language Month activities at SMAIT Al Fityah Binjai in optimizing students' productive literacy through the management functions of planning, organizing, implementation, and supervision.

## LITERATURE REVIEW

### 1. Literacy in the Perspective of Islamic Education

The implementation of Language Month provides an opportunity to gain a deeper understanding of students' attitudes, character, and creativity through various activities that have been systematically designed (Naufal et al., 2025). In the tradition of Islamic education, literacy has a strong theological foundation. The first revelation sent down to the Prophet Muhammad (peace be upon him) in QS. Al-'Alaq verses 1-5 affirms the command to read as the foundation for the development of knowledge. The command *iqra'* is not only interpreted as the technical activity of reading text, but also as a process of understanding, examining, and developing knowledge reflectively. Classical exegetes emphasize that reading in these verses contains interconnected epistemological and spiritual dimensions.

The theological foundation of literacy activities for a Muslim is firmly rooted in the first revelation sent down to the Prophet Muhammad (peace be upon him), namely Surah Al-'Alaq verses 1-5, which reads:

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ . خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ . إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ .  
الَّذِي عَلَّمَ بِالْقَلَمِ . عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

*“Read in the name of your Lord who created. He created man from ‘alaq. Read, and your Lord is the Most Generous. Who taught (man) by means of the pen (qalam). He taught man what he did not know.” (Qur’an, Surah Al-'Alaq [96]: 1-5)*

### Literacy as a Manifestation of Worship: Reading in the Name of Allah According to the Explanation of Tafsir Al-Mishbah

Tafsir Al-Mishbah, written by Quraish Shihab, is known for its contextual and applicative approach, enabling it to explain the teachings



of the Qur'an by relating them to the realities of contemporary life. Through this approach, the interpretation of the Qur'an is not only understood textually, but is also connected to various issues faced by modern society, so that the values contained in the Qur'an can be more easily understood and applied in everyday life (Monica & Sirait, 2025).

The explanation of reading literacy in Tafsir Al-Mishbah cannot be separated from the content of Surah Al-'Alaq verses 1-5, as the moment of the revelation of these verses marks the epistemological foundation of the literacy tradition in Islam. M. Quraish Shihab affirms that this surah constitutes the inaugural revelation delivered to Muhammad (peace be upon him) through the mediation of Jibril (peace be upon him). Its opening verse contains the imperative "*iqra*" (اقرأ), which semantically is not limited to the activity of reading in a textual sense, but also encompasses examining, studying, researching, and compiling knowledge comprehensively. Thus, the root word represents an integrative and transformative intellectual process. The instruction to read conveyed through the angel indicates that literacy is not merely a cognitive activity, but a theological mandate originating directly from Allah SWT, while also serving as a normative precedent for humankind. The Prophet's initial response in the form of a statement of inability to read in fact reinforces the miraculous dimension of the revelation. The phrase "Read in the name of your Lord who created" contains profound spiritual significance. The absence of an explicitly mentioned object of reading implies the universality of the command, so that all realities, whether written texts or natural phenomena, become fields of reading. However, this activity must begin with the mention of the name of Allah SWT, signifying the orientation of tawhid as an epistemic foundation.

The correlation between reading and the mention of the name of God conveys the message that every process of seeking knowledge must be rooted in sincerity and awareness of the Divine. Without such a foundation, intellectual activity has the potential to lose its transcendent value. Furthermore, in the third verse, the command to read is repeated as a form of emphasis. This repetition is not merely rhetorical, but an affirmation that the continuity of reading, even of the same object, will open broader dimensions of meaning. Thus, literacy from the perspective of revelation is not merely a momentary act, but a continuous process that is promised to bring benefit by Allah SWT (Maisyarah et al., 2023).



Continuous reading activities will bring forth an abundance of blessings in the form of knowledge about matters that were previously unknown, new perspectives and understandings, as well as various other benefits. In addition, the repetition of the command to read in the third verse is also intended as encouragement for the Messenger of Allah (peace be upon him) to increase his reading, examining, and observing of the universe, both through written and unwritten readings, as preparation for engaging with society. From various interpretations regarding the repetition of the word *اقرأ*, according to M. Quraish Shihab, in order to understand it, it is first necessary to explain the meaning of *ربك الأكرم*. The word *أكرم* derives from the root *كرم*, which, as explained in Arabic dictionaries and cited by Quraish Shihab, carries several meanings, including: giving generously without expecting anything in return, possessing high value, being honorable, noble, faithful, and having a dignified character. This meaning can be understood in the following explanation: "Read, O Prophet Muhammad (peace be upon him), and your Lord will grant you, by virtue of His generosity, knowledge of what you previously did not know. Read and repeat the reading even if the object being read remains the same; surely your Lord will bestow upon you new insights and understandings that you did not obtain in the first reading of that object." Read and continue repeating it, and your Lord will bestow upon you abundant and unlimited benefits, for Allah SWT, who is Most *أكرم* possesses all forms of perfection (Maisyarah et al., 2023).

The command "*Iqra*" in the verse is not merely an instruction to read text literally, but a command to examine, understand, and compile knowledge as a means of knowing the Creator more profoundly. This is aligned with the objectives of education in Islamic schools, which place literacy as the primary foundation in building a civilized and knowledgeable civilization (Ponuak, 2024).

In addition to reading activities, writing is an equally crucial pillar of learning. Technically, writing is the ability to construct linguistic patterns into visual form to communicate particular ideas or messages. The quality of one's writing greatly depends on accuracy in arranging linguistic elements, systematizing ideas into a coherent narrative, grammatical precision, and skillfulness in diction selection. The urgency of writing is clearly recorded in *Surah Al-'Alaq* verse 4, which reads:



الَّذِي عَلَّمَ بِالْقَلَمِ

*It means: "Who taught (man) by means of the pen."*

The verse affirms that Allah SWT imparts knowledge to His servants through the medium of writing. This indicates that writing is an activity that holds a special position and possesses highly fundamental benefits. Through the strokes of the pen, the Qur'an can be codified, the thoughts of scholars can be transmitted across generations, and various legal rulings can be documented permanently. In the context of knowledge management, writing functions as a means of "binding" knowledge. Relying solely on memory carries significant risk, as human memory is limited and tends to fade over time. Therefore, writing becomes an essential solution so that knowledge does not disappear, but instead remains preserved and can be studied continuously (Adawiyah & Qiyadah, 2024).

### **Writing as an Instrument for the Preservation of Knowledge, According to the Explanation of Tafsir Ibn Kathir**

*Surah Ar-Rahman* verses 1-4 also affirm:

الرَّحْمَنُ . عَلَّمَ الْقُرْآنَ . خَلَقَ الْإِنْسَانَ . عَلَّمَهُ الْبَيَانَ

*"(Allah) the Most Compassionate. Who has taught the Qur'an. He created man. He taught him articulate speech." (Qur'an, Surah Ar-Rahman [78]: 1-4)*

This verse affirms that the ability of language (*al-bayan*) is a great blessing that must be optimized to disseminate the truth. Therefore, engaging in literacy through speech, literary, and drama activities at SMAIT Al Fityah Binjai is regarded as an intellectual act of worship aimed at sharpening students' intellect and purifying their hearts in expressing beneficial ideas, in accordance with their identity as a broad-minded *rabbani* generation (Kadir, 2025).

In addition to reading activities, writing is a highly crucial pillar of learning. Technically, writing is the ability to construct linguistic patterns into visual form in order to communicate ideas. The urgency of this literacy is profoundly affirmed in *Surah Ar-Rahman* verses 1-4:



- (a) Allah, the Most Compassionate الرَّحْمَنُ
- (b) Who has taught the Qur'an عَلَّمَ الْقُرْآنَ
- (c) He created man خَلَقَ الْإِنْسَانَ
- (d) He taught him to speak or to explain عَلَّمَهُ الْبَيَانَ

In Tafsir Ibn Kathir, it is explained that Allah SWT mentions the attribute Ar-Rahman to demonstrate that the granting of knowledge is among His greatest forms of mercy. Ibn Kathir emphasizes that Allah prioritizes the mention of “teaching the Qur’an” over “the creation of man” because the Qur’an pertains to religious matters, which constitute the primary purpose of human existence.

Furthermore, regarding the fourth verse (*‘allamahul bayan*), Ibn Kathir interprets that Allah grants human beings the ability to explain what is within their minds. This ability of *Al-Bayan* includes speech (speaking) and writing. He cites that Allah bestows distinction upon humans compared to other creatures through the ability to express and convey knowledge clearly. This indicates that writing is not merely a technical skill, but the realization of the gift of *Al-Bayan*. By writing, humans are exercising the blessing of “explanation” granted by Allah to ensure that the Qur’an and knowledge continue to exist and can be understood across generations. Writing functions as a “binder” of knowledge; as the maxim often quoted by scholars states, “Knowledge is prey and writing is its tether.” Through writing, a person fulfills the trust to disseminate the truth systematically and enduringly, in accordance with the nature of human beings as creatures taught by the Most Compassionate (Makhfud, 2025).

However, in the context of contemporary education, literacy is no longer understood merely as the basic ability to read and write, but as a social practice that involves the production of meaning and active participation in learning communities. This concept aligns with the modern literacy approach, which views literacy as a contextual social practice (Joseph, 2020). Thus, the integration of Islamic values in school literacy programs is not merely a reinforcement of normative aspects, but can also serve as an ethical framework for building a productive literacy culture.

## 2. The Concept of Productive Literacy in School Education

International research shows that the quality of students’ literacy is influenced by a structured school literacy culture as well as consistent



pedagogical support (OECD, 2018). In addition, a strategy-based approach to teaching writing has been proven to significantly improve students' text production skills (Graham & Hebert, 2011). Cremin (2021) It affirms that a school literacy culture is formed through the active involvement of students in meaningful reading and writing practices. Systematically managed language-based programs can create a sustainable literacy ecosystem. Thus, productive literacy at the high school level depends not only on the formal curriculum but also on school programs designed to facilitate students' active participation in the production of literacy works.

The Language Month activities in educational institutions serve as a space for students' appreciation and self-actualization, allowing them to demonstrate their language abilities in an educational yet enjoyable environment. Through various activities such as drama performances and speeches, students are encouraged to understand the aesthetics of language while sharpening their confidence in public communication. Drama, as one branch of arts literacy, enables students to delve into characters and convey moral messages visually and auditorily, which is often more effective than merely presenting material in the classroom (Bhena et al., 2025). Within the framework of implementation at SMAIT Al Fityah, these activities are designed to strengthen students' love for the Indonesian language while gradually introducing the functional use of English. This aims to enable students to communicate flexibly and express Islamic values through various language media that are relevant to the current era (Fadiyah et al., 2025).

### 3. School-Based Literacy Programs and Literacy Management

School-based literacy enhancement requires systematic management through the functions of planning, organizing, implementation, and supervision. Studies on school literacy programs show that the success of literacy programs is highly influenced by school leadership and structured program coordination. (Rennie et al., 2019). In this context, language programs such as Language Month can be understood as a form of managerial intervention aimed at building a literacy culture. However, to avoid being merely ceremonial, the program must be integrated with clear pedagogical objectives, particularly in encouraging students' production of literacy works. Contemporary literacy approaches also emphasize that language-based activities need to be designed as authentic and contextual

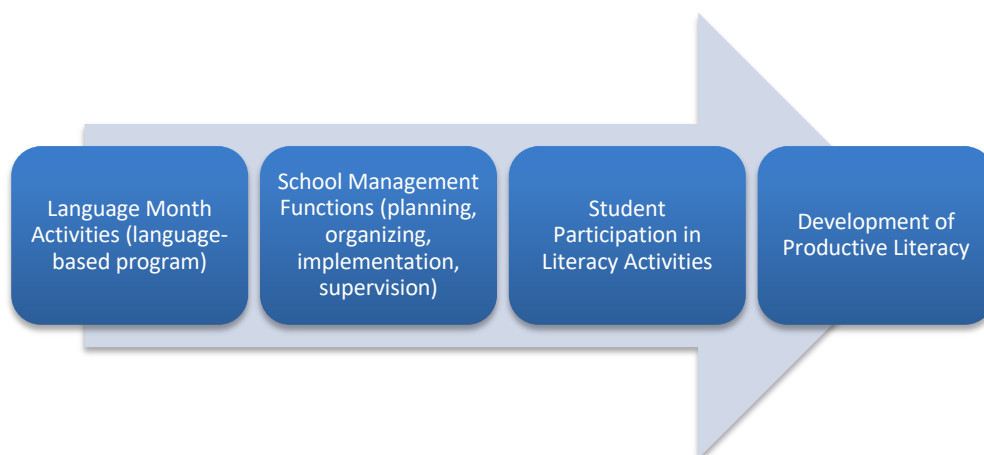


social practices in order to enhance meaningful student engagement (Robb, 2025).

Literacy activities in schools not only play a role in enhancing students' intellectual abilities but also serve as a means of character building that promotes a balanced development of emotional, spiritual, and intellectual aspects, enabling students to grow into mature individuals with noble character, in line with the concept of *insan kamil* (perfected human being) (Syaukani et al., 2017). School strategies in managing the enhancement of literacy culture often involve various extracurricular activities and routine programs designed to cultivate students' reading interest sustainably (Nismawati, 2024).

#### 4. Research Conceptual Framework

Based on the review above, this study positions Language Month activities as a school-based literacy program managed through the functions of educational management. Conceptually, the relationships between the variables can be described as follows:



**Figure 1. Conceptual Framework of Language Month Activities in Developing Productive Literacy**

This framework shows that productive literacy does not develop spontaneously but through a structured program design and active student participation. Thus, this study contributes to bridging the theological perspective of literacy in Islamic education with a school-based literacy management approach within the global education discourse. Effective management at SMAIT Al Fityah Binjai requires a strong vision from school leadership to create a learning climate conducive to literacy



development. Integrated quality management from an Islamic perspective emphasizes that every task must be carried out with *ihsan* or professionalism to yield results that are beneficial for the community (Kadir, 2025). Thus, the implementation of language activities in schools must be managed with the principles of transparency and accountability to ensure the sustainability of a productive literacy culture among students. The success of this management is reflected in the school's ability to synergize the roles of teachers, the availability of facilities, and students' enthusiasm within a well-structured and harmonious learning ecosystem (Elfrianto et al., 2022).

## RESEARCH METHODS

This study employs a qualitative approach with a descriptive design to analyze the implementation of Language Month activities in the development of productive literacy at SMAIT Al Fityah Binjai, North Sumatra, Indonesia. This approach was chosen because the study aims to understand managerial processes, patterns of student participation, and the dynamics of literacy practices within an institutional context in a deep and contextual manner. Qualitative research allows for the exploration of educational phenomena in a naturalistic setting through direct interaction with the research subjects (Goldstein et al., 2014).

The study was conducted over a period of three months, covering the stages of planning, implementation, and evaluation of Language Month activities. The research subjects consisted of the principal, the vice principal in charge of curriculum, Indonesian language teachers, the activity organizing committee, and 81 students actively involved in the program. Informants were selected purposively based on their direct involvement in the management and implementation of the school literacy program (Palinkas et al., 2015). The data collection techniques included participatory observation, semi-structured interviews, and document analysis. Observations were conducted throughout the series of activities to identify patterns of student participation and program management practices. Semi-structured interviews focused on four aspects of management: planning, organizing, implementation, and supervision of the activities. The analyzed documentation included the course of the activities, implementation reports, as well as the content and archives of students' literacy works.



Data analysis was conducted through the stages of data reduction, data presentation, and thematic conclusion drawing. The analysis process began with open coding to identify the main themes, followed by categorization based on management functions and indicators of productive literacy. Data validity was maintained through source and technique triangulation, as well as member checking with informants to ensure consistency of interpretation (Nowell et al., 2017). This study also considered research ethics. Participants involved in the study were provided with an explanation of the research objectives and gave their conscious consent (informed consent). Respondents' identities were kept confidential by using anonymous codes in data reporting. Official permission for the research was obtained from SMAIT Al Fityah Binjai prior to data collection.

## RESULTS AND DISCUSSION

### Results

This study employed a qualitative approach with a descriptive method aimed at gaining an in-depth understanding of the implementation of literacy management through Language Month activities in the school environment. The research was conducted at SMAIT Al Fityah Binjai, located on Letnan Umar Baki Street, Payaroba, Binjai Barat District, North Sumatra, Indonesia. The site was selected based on the characteristics of the school as an integrated Islamic educational institution that actively develops literacy activities grounded in Islamic values.

The findings show that the implementation of literacy activities through Language Month at SMAIT Al Fityah Binjai was initiated through systematic planning at the beginning of the program. Based on school documentation, the activities were designed through coordination meetings involving the principal, teachers, and organizing committees, supported by activity plans, schedules, and program guidelines. Observation data further indicate that the implementation of Language Month was not conducted spontaneously, but was aligned with learning objectives and students' literacy development needs. Students also reported that the planning process helped them understand the objectives, procedures, and expected outcomes of each activity before participation. This evidence suggests that Language Month activities were positioned



not merely as routine events, but as structured literacy programs aimed at supporting students' language development. In simpler terms, the available data indicate that the school attempted to institutionalize literacy practices through organized and well-planned activities. Three patterns emerge from this evidence. First, the planning process was carried out collaboratively rather than imposed individually. Second, the planning clarified program goals and reduced student uncertainty in participation. Third, program instruments such as activity guidelines and schedules functioned as practical tools for organizing implementation. These findings indicate that planning served as the initial foundation for developing a structured literacy program within the school context.

The implementation stage constituted the most visible form of literacy practice during Language Month activities. Observation data show that students were actively involved in various literacy-based activities, including speech delivery, literary writing, and drama performance. These activities required students to engage in reading, writing, speaking, and collaborative interaction. Interview findings further indicate that participation in these activities helped students become more aware of their language abilities as well as areas that needed improvement. Several students described the activities as meaningful because they provided opportunities to apply literacy skills in real contexts rather than only through classroom instruction. Restated more clearly, the process enabled literacy to be practiced, experienced, and developed in authentic situations. This is particularly important in secondary education, where literacy development involves not only technical skills but also the ability to express ideas and communicate effectively. Four tendencies can be identified here. First, literacy activities emphasized practical language use rather than theoretical understanding alone. Second, the program encouraged students to express ideas in both written and spoken forms. Third, students experienced literacy activities as meaningful when linked to real performance contexts. Fourth, the implementation gained greater significance because it was connected to collaborative preparation for Language Month activities. The distribution of student involvement in various literacy activities can be seen in the following table.



**Table 1. Collective Involvement Distribution of 81 Students in Literacy Products**

No.	Type of Literacy Activity	Representative Students (Performers)	Supporting Students (Script/Technical)	Total Participation	Product Output
1	Speech (Indonesian & English)	12	15	27	Speech Text
2	Literature (Poetry/Short Story Creation)	10	18	28	Literary Work
3	Drama Performance	15	11	26	Drama Script
<b>Total</b>		<b>37</b>	<b>44</b>	<b>81 Students</b>	

Language Month activities were further strengthened through follow-up processes such as reflective discussions, collaborative feedback sessions, and guided evaluation of students' literacy work. The data indicate that the implementation of literacy activities did not stop at performance stages, but continued through reflection, revision, and group discussion among students. Students reported that this follow-up process helped them better understand the strengths and weaknesses of their work, as well as identify ways to improve their writing, speaking, and performance skills. This means that literacy development functioned as a continuous process rather than a one-time activity.

In clearer terms, the cycle of literacy activities became more meaningful because each performance was followed by feedback, reflection, and opportunities for improvement. The evidence reveals at least four patterns. First, literacy activities were developmental in nature because they included reflective follow-up. Second, feedback tended to be constructive and supportive rather than evaluative in a rigid sense. Third, students benefited when feedback was adjusted to their individual abilities and roles in the activity. Fourth, collaborative discussion created a shared learning space in which students could learn from one another. Taken together, these findings confirm that Language Month activities in this school were implemented as a structured literacy development



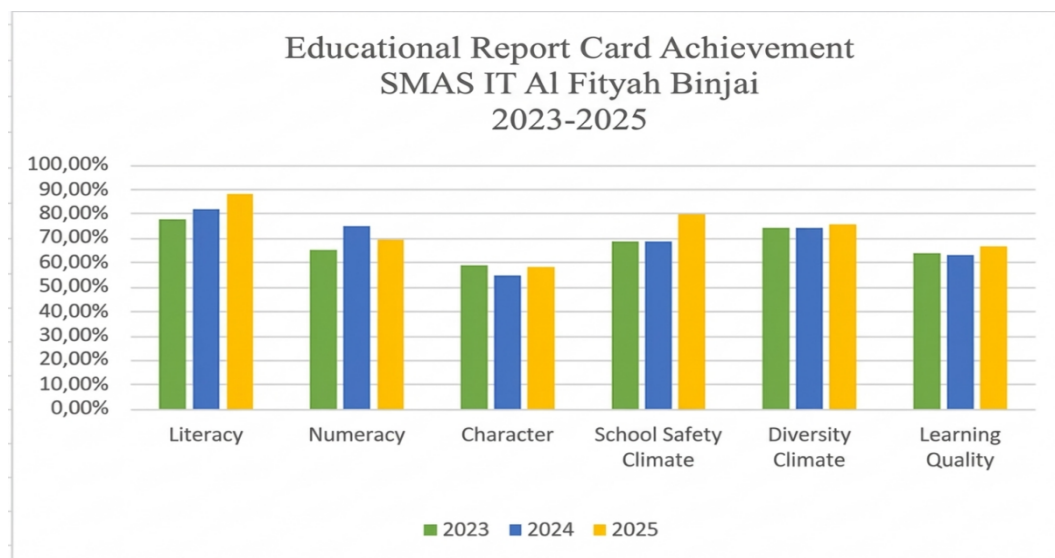
process characterized by planning, implementation, and reflective follow-up.

The second major finding concerns the contribution of Language Month activities to the development of students' literacy competence. The data suggest that these activities supported students' abilities in composing texts, delivering ideas, and adapting language use to different contexts. Observation results show that students became more attentive to language structure, content organization, and audience engagement during literacy activities. Interview data also indicate that participation in writing and performance tasks encouraged students to reflect on how ideas were constructed and communicated effectively.

Restated simply, the activities helped students develop literacy skills with greater awareness and adaptability. This is particularly important in secondary education, where literacy competence involves not only technical mastery, but also the ability to communicate ideas clearly and contextually. From these findings, four tendencies can be identified. First, Language Month activities improved students' readiness in producing written and spoken texts. Second, they increased students' awareness of how language is used in different communicative situations. Third, students were encouraged to revise and refine their work through feedback and discussion. Fourth, the activities contributed to more adaptive and meaningful literacy practices. These findings demonstrate that students' literacy competence was strengthened through a process directly connected to authentic learning experiences.

**Figure 2. Educational Report Achievement Data of SMAIT Al-Fityah Binjai 2023 - 2025 (source: Curriculum of SMAIT Al-Fityah Binjai, North Sumatra)**





The findings further indicate that Language Month activities also influenced students' social and personal development, although this impact appeared less formalized compared to cognitive and linguistic aspects. Students described the activities as helping them become more confident, more open to interaction, and more aware of the importance of communication in expressing ideas. Group-based activities such as collaborative writing, discussions, and performance preparation created a learning environment in which students could share ideas, support one another, and engage in collective literacy practices.

Restated for clarity, Language Month activities did not only enhance technical literacy skills, but also shaped students' attitudes, confidence, and social relationships. This is important because literacy competence at the secondary school level involves not only the ability to read and write, but also the capacity to communicate, collaborate, and respond to social contexts effectively. Four patterns emerge from these data. First, the activities supported reflective self-awareness among students regarding their literacy abilities. Second, they increased students' openness to peer interaction and collaborative dialogue. Third, they promoted confidence in expressing ideas in both written and spoken forms. Fourth, they contributed to the development of a more supportive and interactive literacy culture within the school. These findings suggest that Language Month activities played a multidimensional role by



influencing not only students' literacy competence but also their interpersonal and personal development.

The third major finding concerns the conditions that supported the effectiveness of Language Month activities. Data from interviews and observations indicate that student motivation, a collaborative school environment, and the availability of supporting facilities were important enabling factors. Students generally showed enthusiasm and willingness to participate in literacy activities, which made the program more dynamic and meaningful. Observation data also suggest that collaboration among students contributed significantly to the success of the activities, as they were able to exchange ideas, discuss challenges, and improve their work collectively.

In addition, the availability of learning media and school facilities supported the implementation of various literacy activities, including writing, performance, and discussion. Put more simply, Language Month activities became more effective because they were implemented within a school environment that encouraged participation and collaboration. Several patterns can be identified from this result. First, student motivation influenced the level of engagement in literacy activities. Second, a collaborative culture reinforced the development of productive literacy. Third, supporting facilities enabled students to apply their literacy skills in practice. Fourth, the program worked more effectively when it was embedded within a broader culture of literacy in the school. These findings indicate that the effectiveness of Language Month activities depended not only on program design, but also on supportive school conditions.

Despite these positive conditions, the findings also reveal several challenges that limited the effectiveness of the program. The most prominent constraints included limited time allocation, competing academic demands, and inconsistencies in program implementation. Both teachers and students faced tight schedules, which reduced the intensity and continuity of literacy activities. Interview data indicate that some planned activities could not be implemented optimally due to overlapping academic responsibilities and time constraints.

Students also reported that although the activities were beneficial, the continuity of literacy practices was sometimes not sustained beyond the program period. Restated more clearly, while Language Month



activities were considered valuable, their full potential was not consistently achieved due to structural and organizational limitations. Four tendencies appear in this evidence. First, limited time reduced the consistency of student participation. Second, academic workload competed with the implementation of literacy activities. Third, lack of continuity weakened the long-term impact of literacy development. Fourth, inconsistencies in implementation affected the sustainability of the program. These findings indicate that the challenges of literacy development are not only pedagogical, but also managerial in nature.

In response to these challenges, the study found that the school implemented several adaptive strategies to sustain literacy activities, including regular literacy sessions, collaborative discussions, and flexible adjustments based on students' needs. When formal Language Month activities could not be conducted intensively, teachers facilitated informal literacy practices such as peer discussions, short writing exercises, and guided reflection activities. Students perceived these strategies as beneficial because they allowed literacy development to continue even under limited conditions. This suggests that literacy activities in the school did not rely solely on formal programs, but were also supported by flexible and context-responsive practices. Several patterns can be identified from this final result. First, flexibility functioned as a practical response to implementation constraints. Second, collaborative activities remained central in supporting literacy development. Third, informal learning spaces complemented formal literacy programs. Fourth, literacy development became more sustainable when integrated into daily learning practices rather than limited to specific events.

Overall, these findings demonstrate that the implementation of Language Month activities at SMAIT Al Fityah Binjai requires not only structured planning and active participation, but also adaptive practices that respond to the contextual realities of the school environment. This confirms that effective literacy development is shaped by the interaction between program design, participant engagement, and institutional support.

## Discussion

Based on observations conducted throughout the series of activities, it was found that the implementation of the literacy program did not focus



solely on individual performance but involved collective student participation in various forms of language-based activities. Program formulation was carried out through meeting forums that brought together diverse perspectives from the school community. The planning stage was conducted systematically, beginning with needs identification, activity design, and continuing through implementation and evaluation. This pattern indicates that literacy is developed through a structured management mechanism rather than incidental activities. These findings demonstrate that the success of the literacy program is highly influenced by the school's managerial functions. This aligns with the OECD report in the PISA 2018 Results, which emphasizes that schools with an integrated learning management system tend to exhibit better literacy outcomes. (OECD, 2018)

A total of 81 students were recorded as participants in the activities, involved in the process from planning and implementation to the presentation of literacy works. Observations indicate that these activities were systematically designed by the school through a clear division of roles, allowing each student the opportunity to contribute according to their interests and abilities. In practice, some students performed as representatives in main activities such as speeches or drama performances, while others participated as scriptwriters, concept developers, or technical support team members. This pattern of involvement demonstrates that the Language Month activities function not only as a competition but also as a collaborative learning space that encourages students to produce literacy works collectively.

The observational findings were reinforced by interviews with the Principal, Hendrayanto, S.Pd., who explained that the Language Month activities are indeed designed and facilitated by the school, involving all students as a platform to upgrade their linguistic skills so that they can become intellectually proficient in language, both domestically and internationally, due to the gradual development of English. According to him, student involvement in scriptwriting, activity concept development, and rehearsal practices is an essential part of productive literacy learning. He stated that, to commemorate Language Month, this literacy program is intentionally conducted through routine activities every Thursday in the form of discussions and practice sessions among students, where they share best practices and express their works to train language proficiency



as preparation for the annual Language Month event. The same was emphasized by the Vice Principal for Curriculum, Melda Febrianti, S.Pd., who stated that the Language Month program aims to provide students with a space to express ideas through various forms of works, both in Indonesian and English.

Furthermore, based on interviews with several students who actively participated in the activities, it was found that the process of preparing speeches, poems, and drama scripts was carried out in groups, allowing them to exchange ideas and collaboratively improve their works. This situation indicates that literacy activities at the school are not only oriented toward the final product but also focus on the learning process, which involves cooperation among students. This data shows that students are not merely audience members but are transformed into text producers. This pattern reflects the characteristics of productive literacy, namely the ability to create works as a form of meaning construction. These findings align with Graham's (2011) research, which emphasizes that active involvement in writing significantly contributes to strengthening students' literacy competencies. However, unlike many school literacy programs that focus more on cultivating reading habits, the Language Month activities at SMAIT Al Fityah Binjai give a dominant space to text production (Graham & Hebert, 2011).

The data presentation above shows that school management at SMAIT Al-Fityah emphasizes the principle of Islamic *gotong royong* (mutual cooperation) in every stage of its activities. The 81 students involved were not merely audience members but were transformed into active and creative producers of literacy content. This collaborative work pattern reflects the application of the organizational principle in educational management, where each individual is placed according to their potential, enabling them to collectively support the achievement of program goals. With this division of roles, literacy activities are no longer viewed as individual tasks but as a collective responsibility involving the entire class. Program formulation is conducted through meeting forums that bring together diverse perspectives from the management team. The planning stage is carried out systematically, beginning with the identification of existing needs, followed by the preparation of activity plans, and finally the implementation of the program to ensure it runs accurately and purposefully.



In the speech activities, observations indicate that the school gradually introduces the use of English as part of developing students' language skills. Some speech texts are composed in Indonesian, while others are written in English under teacher guidance. According to interviews with teachers, the use of two languages in these activities aims to train students' confidence in communication while also broadening their understanding of language use in a wider context. This approach demonstrates that literacy development at the school not only focuses on language proficiency but is also directed toward the ability to convey ideas effectively in front of an audience (Fitrianingsih et al., 2025).

Drama performances and the creation of literary works also provide students with opportunities to express their ideas through more creative media (Mahendra et al., 2018). Based on interviews with several students, the process of writing drama scripts is conducted in groups by discussing the theme, storyline, and the messages they wish to convey to the audience. This activity not only trains writing skills but also develops collaboration and communication abilities among group members. Furthermore, character values such as responsibility, honesty, and teamwork also emerge during the rehearsal and performance process, which is carried out collectively (Merina et al., 2023). This indicates that literacy activities not only produce written works but also create meaningful learning experiences for students.

Overall, the research findings indicate that the Language Month activities at SMAIT Al-Fityah Binjai serve as an effective means of developing students' productive literacy. This is evidenced by the presentation of student literacy progress graphs, which show year-on-year improvement, with the most recent data indicating that student literacy competence reached 80.8%. This achievement is entirely due to the support of school management, teacher involvement, and active student participation, which are key factors in the successful implementation of the program. This practice demonstrates that literacy develops within a social context. The social literacy perspective proposed by Brian Street emphasizes that literacy is not merely a technical skill, but a social practice formed through community interaction (Street, 2016). With a supportive school environment and adequate facilities, the Language Month activities serve as a practical space for students to develop their language skills while expressing ideas through various forms of literacy work. Thus, the



implementation of these activities not only strengthens the literacy culture within the school but also provides students with a collaborative and meaningful learning experience, in accordance with the educational objectives to be achieved (Umar et al., 2023).

This study shows that school-based language activities, when managed systematically through the functions of planning, organizing, implementation, and supervision, can serve as an effective strategy for developing productive literacy at the Integrated Islamic Senior High School level. The study expands the discourse on school literacy by presenting a model of literacy management based on Islamic values, integrated with collaborative practices and text production.

## CONCLUSION

This study concludes that the implementation of Language Month management at SMAIT Al Fityah Binjai, located at Letnan Umar Baki, Pelajar Street, Payaroba, Binjai Barat, North Sumatra, Indonesia, has successfully become a strategic instrument for optimizing productive literacy for 81 students. Through the integration of the four management functions, planning, organizing, implementation and control, the school is able to create an inclusive and religious literacy ecosystem (Lestari et al., 2021). This success is evident from the collective involvement of all students, who not only act as the audience but also as producers of literary works, drama scripts, and speech texts. Effective management ensures that every student, whether performing as a class representative or working behind the scenes, receives equal recognition to develop their language potential. This demonstrates that school activity management, based on character development and collaboration, can overcome challenges related to learning motivation (Labuem et al., 2024) and transform the literacy culture from merely an academic routine into a medium of self-actualization that brings pride to all components of the school.

Substantively, the Language Month activities have produced various literacy outputs that reflect a combination of proficiency in the Indonesian language, introduction to an international language, and internalization of Islamic values. The drama performances and literary script writing by 81 students demonstrate a deep understanding of the religious messages embedded through acting and poetic diction. The gradual introduction of English-language speeches is also an innovative step by the school in



preparing students to face global challenges while maintaining their identity as civilized Muslims. The synergy between mentoring teachers, a professionally managed library facility, and full support from school management serves as the main pillar in ensuring that every student-produced work possesses high moral and aesthetic quality. Thus, the productive literacy developed in this school is not only oriented toward the final product but also toward the process of shaping students' identities to be critical, creative, and consistently uphold the values of truth in accordance with religious guidance.

As a recommendation for the future, the literacy implementation applied at SMAIT Al Fityah Binjai can serve as a reference for other Islamic educational institutions in managing comprehensive language development programs. Program sustainability becomes a crucial aspect to ensure that the culture of writing and speaking grounded in strong values is maintained, even though the Language Month activities are conducted only once a year. The school is advised to continue enhancing the quality of digital literacy and to expand collaboration with external parties in order to provide broader platforms of appreciation for students' works. This study has limitations in terms of the duration of observation; therefore, future researchers are expected to explore the long-term impact of this productive literacy on students' overall academic achievement. Overall, the optimization of literacy carried out through planned management within this senior high school environment has made a tangible contribution to producing a generation of Muslims who are not only intellectually competent but also possess strong character integrity amid the dynamics of contemporary development.

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