Literacy-Based Islamic Religious Education Learning at SMA Negeri 1 Poso, Poso Regency

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ARTICLE INFO	ABSTRACT
Volume: 2	An educational institution cannot be separated from its primary activity called learning. Learning is part of educational activities, which makes two different professions interact with each other to develop knowledge. Besides, learning is a form of attention from the world of education to students who need knowledge that they will later apply in society. According to Susanto, learning is a combination of learning and teaching activities. This study aims to reveal Literacy-Based Learning of Islamic Religious Education at SMA Negeri 1 Poso, Poso Regency. The type of research used is Field Research. The data were collected through observation, interviews, and documentation. The data collection was then analyzed using data reduction, data presentation, and conclusion-drawing techniques. Learning Islamic religious education in senior secondary education institutions must undoubtedly have various kinds of literacy because students will not have a broad understanding and knowledge of Islamic teachings without literacy. Literacy helps students to get the latest information. It helps them become human beings with extensive knowledge and be a part of the *ummatan wasathon*. There are several literacies that can be elaborated with learning Islamic religious education, including: Religious Literacy, Diversity Literacy, Cultural Literacy and Tradition Literacy.
KEYWORDS	
Learning, Islamic Religious Education (PAI), Literacy.	

1. Introduction

An educational institution cannot be separated from its primary activity called learning. Learning is part of educational activities, which makes two different professions interact with each other to develop knowledge. Besides, learning is a form of attention from the world of education to students who need knowledge that they will later apply in society. According to Susanto, learning is a combination of learning and teaching activities. According to Susanto, learning is a combination of learning and teaching activities. Methodological learning activities tend to make the students more dominant while the teacher carries out instructional teaching. So, the term learning is a summary of the words learning and teaching. In other words, learning is a simplification of the words learning and teaching (BM), the process of learning and teaching (PBM), or teaching and learning activities (KBM) (Susanto, 2013).

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Islamic religious education is a form of education that is based on the Qur'an, hadith, qiyas, and ijma 'ulama' (Islamic clerics), where the arguments contained in it contain orders to awaken and guide people to the path of salvation. Meanwhile, according to Majid and Andayani, Islamic Religious Education is a conscious effort of the older generation to transfer experience, knowledge, and skills to the younger generation in order to become human beings who fear Allah (Abdul Majid dan Dian Andayani, 2004).

Literacy-based Islamic Religious Education is important to apply in an educational institution because, through literature, students will get a lot of information and knowledge about their religious teachings and not easily blame other people's opinions and beliefs. The current phenomenon is that many young Muslim blame other people's opinions because they do not read literature or read very little, which results in a shallow understanding and knowledge of the meaning implied in their religious guidelines. Likewise, the students at SMA Negeri 1 Poso, Poso Regency were. This study aimed to find out Literacy-Based Learning of Islamic Religious Education at SMA Negeri 1 Poso, Poso Regency.

2. Literature Review

The literature that was reviewed as the comparison of this paper are :

1. An article written by Ihsan entitled Efforts to Strengthen Literacy-Based Islamic Religious Education in Islamic Boarding Schools. This paper describes the idea of strengthening literacy-based Islamic Religious Education in Islamic boarding schools. It explains that due to the conceptual crisis of Islamic Religious Education in schools/madrasas, which is increasingly far from the value system and culture of Salafi Islamic education, a conceptual solution offered is a proper Islamic Religious Education called a literacy-based boarding school. Based on the research, it was concluded that one of the manifestations of strengthening Islamic Boarding School Literacy-based Islamic Religious Education in schools/madrasas is the reformulation of the Islamic Religious Education curriculum in schools/madrasas using the Islamic boarding school pattern.

2. A thesis written by Siti Nur Arifah entitled Application of Literacy in Islamic Religious Education Subject at SMAN 4 PalangkaRaya. Data were collected through interviews and documentation. Data validation techniques used technical triangulation. Techniques for analyzing data were through data collection, data presentation, and drawing conclusions. The results of the study show that the application of literacy in SMAN 4 Palangka Raya reaches the second stage, namely reading and writing. Furthermore, the application of literacy in SMAN 4 Palangka Raya does not follow the guidelines in the GLN and GLNB guidebooks. This is because the books often used in literacy when studying PAI are textbooks, even though the appropriate books should be non-learning books. Factors supporting the application of literacy in PAI subjects are the ability of RA teachers to utilize technology and learning media. In contrast, the inhibiting factors are lack of assistance, lack of non-subject availability, and laziness in students.

2.1 *Learning*

The term learning has the essence of planning or design as an effort to teach students. That is why students not only interact with the teacher as a source of learning but may interact with all the learning resources used to achieve the desired learning goals. In other words, learning as a system is a process of interaction carried out between students and educators in a particular learning environment, and there is feedback between the two (Ahdar Djamaluddin dan Wardana, 2019).

2.2 *Islamic Religious Education*

Islamic Religious Education is all efforts to develop human nature and human resources towards the formation of perfect human beings in accordance with Islamic norms. Islamic education is physical and spiritual guidance based on Islamic religious laws. Based on the Al-Qur'an and As-Sunnah, the basis of Islamic education is comprehensive and prospective (Herman Zaini, 2015). Islamic Religious Education is a conscious, planned effort to prepare students to know, understand, live, and believe in the teachings of Islam, accompanied by guidance to respect adherents of other religions in relation to inter-religious harmony so that national unity and integrity are realized (Abdul Majid dan Dian Andayani, 2006). Islamic Religious Education is a conscious effort made by educators in order to prepare students to believe in, understand and practice Islamic teachings through guidance and teaching or training activities that have been determined to achieve the goals set (Muhaimin, 2002).

2.3 *Literacy*

Literacy is an English word from the Latin word *littera*, which means mastery of writing systems and the conventions that accompany them. Nowadays, literacy is not only interpreted as the ability to read and write, but "...has instead come to be

considered synonymous with its hoped-for consequences" (M. Aronoff, 1994). Literacy is defined as the skill of students to be "literate". The initial skills emphasize the development of writing and reading competencies. The following development is a form of integration of listening, speaking, viewing, reading, writing, and critical thinking skills. Literacy skill (reading and writing) is the foundation or basis for determining success in student learning activities (Sri Triatri, 1999).

Literacy skill in this early class is considered a prerequisite that underlies the mastery of other skills. Therefore, learning to read and write in the early grades needs serious attention. Based on this description, the term literacy is something that continues to develop and process, which in essence, is an understanding of the text and its context because humans deal with texts from birth, life, to death. Understanding various texts will help in understanding life and its various aspects because the text represents the lives of individuals and communities in their respective cultures. (Direktorat Pembinaan SMK & Direktorat Jenderal Pendidikan Dasar dan Menengah, 2017).

3. Methodology

3.1 Research Approach
The research approach used is qualitative, which can direct researchers to obtain and produce descriptive data through spoken and written words from the object studied. As stated by Moleong that qualitative research is research that aims to produce descriptive data in the form of written and oral words from the object under study. (Moleong, 2012).

3.2 Metode pendekatan
The researchers use a research method to analyze the data obtained at the institution under study as well as to collect written and unwritten data about the problem under study. The type of research is field research. This research aims to study intensively about the background of the current situation, and the environmental interactions of a social unit, namely individuals, groups, institutions, or society (Suryabrata, 2013). The data sources used are primary and secondary. To obtain primary data, the researchers conducted observations and interviews. The observations were conducted at SMA Negeri 1 Poso. The interviews were conducted with primary sources consisting of school principals, curriculum teachers, and PAI subject teachers. Meanwhile, to obtain secondary data, the researchers quote from books that are relevant to the title of this study.

3.3 Data Collection Techniques
The data collection techniques used were observation, interviews, literature studies, documentation, and field notes. Data analysis was carried out by examining all available data from the field.

4. Results and Discussion

4.1 Results
Literacy-Based Islamic Religious Education Learning at SMA Negeri 1 Poso is beneficial for students in understanding various kinds of problems that arise in their environment so that students become moderate in various aspects such as behavior, traits, and thoughts. Literacy-based learning allows students to master existing knowledge and develop it. Because most high school students have a very minimal understanding of religion, the teacher is obliged to support their knowledge and understanding with literature related to Islamic education. There are several literacy that can be elaborated with the learning of Islamic religious education, including: Religious Literacy, Diversity Literacy, Cultural Literacy and Tradition Literacy.

4.2 Discussion

4.2.1 Religious Literacy
According to the Prothero, as quoted by Maimunatul Habibah, religious literacy is an understanding skill used in everyday life based on traditions in religion which include symbols, sayings, characters, doctrines, practices, and narratives (Maimunatul Habibah, 2019). Religious literacy must cover not only information mastery and basic knowledge but also using that knowledge to gain understanding and give meaning to their lives. Agus Iswanto argues that religious literacy is an activity for a person to understand religious teachings in various cultural contexts, as with what someone does daily related to religion (Agus Iswanto, 2018). Another opinion was also explained by Farid Ahmadi, that Islamic religious literacy is everything related to reading and writing activities, as well as all efforts to gain knowledge about religious sciences both from printed, visual, digital, and auditory media (Farid Ahmadi, 2018).

4.2.2 Diversity Literacy

Diversity literacy is reading about a combination of broad diversity and evenness in a single value (Ludwig, 1988). According to Wirakusumah, diversity is a measure of biological community integration by calculating and considering the number of populations that make it up with their relative abundance (Wirakusumah 2003).

4.2.3 *Cultural Literacy*
Cultural literacy is the skill to understand and behave towards Indonesian culture as a national identity. Meanwhile, civic literacy is the skill to understand rights and obligations as citizens (Ministry of Education and Culture, 2017).

4.2.4 *Tradition Literacy*
Literacy can be interpreted as the skill to access, understand, and use something intelligently through various activities, including reading, viewing, listening, writing, or speaking (Dewi Utama, 2016). In simple terms, literacy is the skill to read and write. Meanwhile, in a broad sense, it is known as literate. Therefore, literacy is no longer a single meaning but contains several meanings. There are various kinds of literacy, for example, computer literacy, virtual literacy, mathematical literacy, and so on (A. Chaedar, 2012). Tradition, on the other hand, is often identified with 'urf, ' which means customs or habits carried out repeatedly (Muhammad Sholikhin, 2010).

5. Conclusion
Learning Islamic religious education in senior secondary education institutions must undoubtedly have various kinds of literacy because students will not have a broad understanding and knowledge of Islamic teachings without literacy. Literacy helps students to get the latest information. It helps them become human beings with extensive knowledge and be a part of the *ummatan wasathon*.

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