

The Implementation of Literacy-Based Learning to Improve the Quality of Madrasah Education in Agam Regency

Ali Mutasar

Universitas Negeri Padang, Indonesia

mutasar.ali83@gmail.com

Rifma

Universitas Negeri Padang, Indonesia

rifmar34@fip.unp.ac.id

Syahril

Universitas Negeri Padang, Indonesia

syahril@fip.unp.ac.id

Abstract : This study aims to analyze the implementation of literacy-based learning in improving the quality of madrasah education in Agam Regency. The study employed a qualitative approach with a document analysis design. The primary data were derived from the 2025 National Computer-Based Assessment (*Asesmen Nasional Berbasis Komputer*—ANBK), covering 8 State Islamic Elementary Schools (MIN), 13 State Islamic Junior Secondary Schools (MTsN), and 5 State Islamic Senior Secondary Schools (MAN), supported by relevant literature and educational policy documents. The data were analyzed through data reduction, presentation, interpretation, and conclusion drawing. The findings revealed that 76.9% of the madrasahs achieved a good literacy category, while 23.1% remained in the moderate category. Despite generally positive literacy achievement, the quality of learning in several madrasahs remained moderate. The implementation of literacy-based learning encountered challenges, including teacher-centered instruction, memorization-oriented learning, limited reading interest, and the underutilization of literacy facilities and ANBK results. Strengthening contextual, problem-based, project-based, reflective, and digital literacy learning is necessary to improve educational quality. The integration of Islamic values, including *iqra'*, *tabayyun*, *sidq*, *amānah*, and *ta'āwun*, further supports the development of students' intellectual competence, spiritual awareness, and character.

Keywords: *Literacy-based Learning; Educational Quality; Madrasah; ANBK; Islamic Values*

Abstrak : Penelitian ini bertujuan untuk menganalisis implementasi pembelajaran berbasis literasi dalam meningkatkan mutu pendidikan madrasah di Kabupaten Agam. Penelitian menggunakan pendekatan kualitatif dengan desain analisis

dokumen. Data utama bersumber dari hasil Asesmen Nasional Berbasis Komputer (ANBK) tahun 2025 yang mencakup 8 Madrasah Ibtidaiyah Negeri (MIN), 13 Madrasah Tsanawiyah Negeri (MTsN), dan 5 Madrasah Aliyah Negeri (MAN), serta didukung oleh literatur dan dokumen kebijakan pendidikan yang relevan. Data dianalisis melalui tahapan reduksi, penyajian, interpretasi, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa 76,9% madrasah mencapai kategori literasi baik, sedangkan 23,1% berada pada kategori sedang. Meskipun capaian literasi tergolong positif, kualitas pembelajaran pada sebagian madrasah masih berada pada kategori sedang. Implementasi pembelajaran berbasis literasi menghadapi tantangan berupa dominasi pembelajaran berpusat pada guru, orientasi hafalan, rendahnya minat baca, serta belum optimalnya pemanfaatan sarana literasi dan hasil ANBK. Penguatan pembelajaran kontekstual, berbasis masalah, berbasis proyek, reflektif, dan literasi digital diperlukan untuk meningkatkan mutu pembelajaran. Integrasi nilai-nilai Islam, seperti *iqra'*, *tabayyun*, *sidq*, *amānah*, dan *ta'āwun*, memperkuat pengembangan kompetensi intelektual, spiritual, dan karakter peserta didik.

Kata Kunci: *Pembelajaran Berbasis Literasi; Mutu Pendidikan; Madrasah; ANBK; Nilai-nilai Islam*

Pendahuluan

Literacy is a fundamental competency that enables individuals to access, understand, interpret, evaluate, create, and communicate information across various contexts. In education, literacy is no longer limited to the ability to read and write but also encompasses critical thinking, information processing, problem-solving, and meaningful participation in social life. Literacy-based learning therefore refers to an educational process that integrates reading, writing, listening, speaking, viewing, and critical reasoning into classroom activities. This approach encourages students to construct meaning rather than merely receive and memorize information delivered by teachers. Literacy also serves as an essential foundation for students to understand learning materials across different subjects. The implementation of literacy-based learning is consequently important for developing students' intellectual capacity and improving the overall quality of education (Al Jumadi, 2022).

The development of literacy competencies has become increasingly important amid rapid social, technological, and educational transformations (Hidayat et al., 2023).

Students are currently exposed to a wide range of information through digital platforms, requiring them to critically evaluate the accuracy, relevance, and credibility of information. However, many students remain accustomed to receiving brief and instant information rather than engaging in deep reading and reflective analysis. This tendency may limit their ability to understand complex texts, synthesize information, and formulate logical arguments. Educational institutions are therefore expected to integrate conventional, informational, and digital literacy into meaningful learning experiences (Supriatna et al., 2025). Madrasahs, as educational institutions that combine general knowledge with Islamic values, have a strategic role in developing students who are literate, critical, reflective, and ethically responsible. Literacy-based learning should thus be positioned as an integral component of educational quality improvement rather than as an additional classroom activity.

The urgency of strengthening literacy-based learning is closely related to the challenges faced by the Indonesian education system. Studies related to the Programme for International Student Assessment (PISA) indicate that Indonesian students continue to experience difficulties in reading comprehension, information interpretation, and higher-order thinking (Razak et al., 2023). These conditions demonstrate that the ability to read a text does not necessarily lead to the ability to understand, evaluate, and apply its meaning. The problem is also associated with teachers' limited capacity to integrate digital literacy, information literacy, and critical learning into classroom instruction. Rapid educational digitalization has further required teachers to adapt their pedagogical approaches and utilize various learning resources effectively. Therefore, improving students' literacy requires comprehensive efforts involving pedagogical transformation, teacher professional development, and the establishment of a sustainable literacy culture (Razak et al., 2023).

The results of the 2025 National Computer-Based Assessment (*Asesmen Nasional Berbasis Komputer*—ANBK) provide an important overview of educational quality among madrasahs in Agam Regency. The available data indicate variations in literacy, numeracy, learning quality, learning reflection, instructional leadership, and student character across Islamic elementary schools (*Madrasah Ibtidaiyah Negeri*—

MIN), Islamic junior secondary schools (*Madrasah Tsanawiyah Negeri*—MTsN), and Islamic senior secondary schools (*Madrasah Aliyah Negeri*—MAN). Among the eight MIN, literacy achievement was evenly distributed, with 50% categorized as good and the remaining 50% categorized as moderate. At the MTsN level, most madrasahs achieved a good literacy category, although some institutions still demonstrated moderate achievement. At the MAN level, 80% of the institutions achieved a good literacy category, while 20% remained in the moderate category. These findings indicate that literacy achievement has generally developed positively but remains uneven across educational levels and institutions.

Table 1. Literacy Achievement of Public Madrasahs in Agam Regency Based on the 2025 ANBK Results

Madrasah Level	Number of Madrasahs	Good Category	Moderate Category
MIN	8	50.0%	50.0%
MTsN	13	92.1%	7.9%
MAN	5	80.0%	20.0%

Source: Processed from the 2025 ANBK data for madrasahs in Agam Regency.

The ANBK results also reveal that literacy achievement cannot be separated from numeracy skills and the quality of the learning process. At the MIN level, numeracy achievement remained varied, with 37.5% of madrasahs categorized as good, 50% as moderate, and 12.5% as poor. The quality of learning at this level also requires attention because only 25% of MIN achieved a good category, while 75% remained in the moderate category. Several MTsN and MAN institutions similarly demonstrated moderate learning quality despite achieving good literacy scores. These differences suggest that literacy outcomes are influenced not only by students' individual abilities but also by the quality of classroom instruction, teacher reflection, and institutional support. The improvement of literacy achievement should therefore be accompanied by efforts to strengthen instructional quality and reflective teaching practices.

One of the major challenges in implementing literacy-based learning is the persistence of teacher-centered instructional practices. Classroom instruction frequently emphasizes lectures, content delivery, and memorization rather than critical reading,

discussion, interpretation, and reflection. Such practices tend to position students as passive recipients of information and provide limited opportunities for them to construct knowledge independently. Consequently, students may be able to read a text mechanically but experience difficulty in understanding its meaning, identifying important information, or evaluating the ideas presented. Learning activities that prioritize the completion of curriculum content may also reduce opportunities to develop higher-order thinking skills. Transforming classroom instruction from teacher-centered to student-centered learning is therefore necessary to support meaningful and sustainable literacy development (Hidayat et al., 2025).

Students' reading habits and learning orientations also influence the effectiveness of literacy-based learning. Many students remain accustomed to memorization-oriented learning and demonstrate limited interest in reading complex or extended texts. Low reading frequency may result in limited vocabulary, weak analytical ability, and difficulties in identifying relationships among ideas. The increasing consumption of short digital content may further encourage rapid information acquisition without adequate interpretation and reflection. This condition can create a gap between students' ability to access information and their ability to critically understand and evaluate it. Literacy instruction should therefore provide engaging, contextual, and age-appropriate reading materials while encouraging students to develop consistent reading habits.

Institutional factors also determine the success of literacy-based learning in madrasahs. Literacy programs are sometimes implemented as formal or routine activities, such as reading for fifteen minutes before lessons, without meaningful follow-up during classroom instruction. Although reading routines may contribute to habit formation, their impact can be limited when students are not encouraged to discuss, interpret, evaluate, or reflect on the texts they read. The limited utilization of libraries, classroom reading corners, digital resources, and other learning facilities may also restrict students' access to diverse reading materials. Furthermore, the results of ANBK have not always been optimally utilized as a basis for instructional reflection and continuous school improvement. Madrasahs therefore need to integrate literacy

activities into curriculum implementation, classroom learning, assessment, school culture, and institutional quality assurance (Pertiwi et al., 2023).

Improving literacy-based learning requires innovative, contextual, and student-centered instructional strategies. Problem-Based Learning, Project-Based Learning, inquiry learning, cooperative learning, and multiliteracy approaches can provide students with opportunities to examine information, discuss different perspectives, solve authentic problems, and communicate their ideas. Contextual learning may help students connect academic knowledge with personal, social, cultural, and religious experiences (Tonegawa, 2022). Reflective activities, including learning journals, group discussions, debates, presentations, and opinion writing, can further develop students' metacognitive awareness and logical reasoning. The integration of digital literacy is equally important because students need the ability to access, verify, evaluate, and ethically use information obtained from digital sources. These strategies can transform literacy from a routine reading activity into a comprehensive learning process that promotes critical, creative, collaborative, and reflective thinking (Indriyatno et al., 2023).

Educational quality improvement through literacy-based learning also requires collaboration among teachers, madrasah leaders, families, and the government. Teachers need continuous professional development to strengthen their ability to design literacy-oriented instruction, develop higher-order thinking assessments, facilitate critical discussions, and utilize digital learning resources. Madrasah leaders are expected to establish a supportive literacy environment through active libraries, accessible reading materials, collaborative teacher programs, and data-based instructional evaluation. Families also play an essential role in developing reading habits and providing literacy-rich learning experiences outside the madrasah. Government support is required through relevant policies, teacher training, adequate educational infrastructure, and continuous monitoring of literacy and numeracy development. Based on these considerations, this study aims to analyze the implementation of literacy-based learning and its contribution to improving the quality of madrasah education in Agam Regency by examining the 2025 ANBK data and relevant educational literature.

Research Method

This study employed a qualitative approach using a descriptive document analysis design to examine the implementation of literacy-based learning in improving the quality of madrasah education in Agam Regency. The study relied on secondary data obtained from the 2025 National Computer-Based Assessment (*Asesmen Nasional Berbasis Komputer*—ANBK) results of public madrasahs in Agam Regency, consisting of eight State Islamic Elementary Schools (*Madrasah Ibtidaiyah Negeri*—MIN), thirteen State Islamic Junior Secondary Schools (*Madrasah Tsanawiyah Negeri*—MTsN), and five State Islamic Senior Secondary Schools (*Madrasah Aliyah Negeri*—MAN). The analyzed indicators included literacy, numeracy, learning quality, learning reflection, instructional leadership, and student character. Supporting data were obtained from relevant books, government regulations, educational reports, and previous studies concerning literacy-based learning and educational quality. Document analysis was selected because it enabled the researchers to systematically examine literacy achievement patterns and identify educational challenges across different levels of madrasah education. The use of multiple documentary sources also provided a broader theoretical and empirical foundation for interpreting the implementation of literacy-based learning.

Data were analyzed using an interactive qualitative analysis process consisting of data reduction, data display, interpretation, and conclusion drawing. During data reduction, the ANBK results were classified according to the level of education and achievement categories, including good, moderate, and poor. The classified data were then presented in descriptive tables and percentage distributions to identify variations and patterns in literacy achievement and learning quality among madrasahs. The findings were interpreted by relating the ANBK results to relevant theories, educational policies, and previous research on literacy-based learning, teacher competence, reflective teaching, and educational quality improvement. Data credibility was strengthened through source triangulation by comparing the ANBK data with government documents and relevant scholarly literature. The analysis focused on identifying the current conditions, challenges, contributing factors, and potential

strategies for strengthening literacy-based learning in madrasahs. The results were subsequently used to formulate conclusions and recommendations for improving the quality of madrasah education in Agam Regency.

Result and Discussion

Literacy Achievement and Educational Quality of Madrasahs in Agam Regency

The results of the document analysis indicate that literacy achievement among public madrasahs in Agam Regency varied across educational levels. The 2025 National Computer-Based Assessment (*Aksesmen Nasional Berbasis Komputer*—ANBK) data included eight State Islamic Elementary Schools (*Madrasah Ibtidaiyah Negeri*—MIN), thirteen State Islamic Junior Secondary Schools (*Madrasah Tsanawiyah Negeri*—MTsN), and five State Islamic Senior Secondary Schools (*Madrasah Aliyah Negeri*—MAN). At the MIN level, four madrasahs achieved a good literacy category, while the other four were classified in the moderate category. At the MTsN level, twelve madrasahs achieved a good category, while only one institution remained in the moderate category. At the MAN level, four madrasahs achieved a good literacy category, whereas one institution was categorized as moderate. These findings demonstrate that literacy achievement was generally stronger at the secondary level than at the elementary level.

Table 2. Literacy Achievement of Public Madrasahs in Agam Regency Based on the 2025 ANBK Results

Educational Level	Number of Madrasahs	Good	Moderate	Poor
MIN	8	4 (50.0%)	4 (50.0%)	0 (0.0%)
MTsN	13	12 (92.3%)	1 (7.7%)	0 (0.0%)
MAN	5	4 (80.0%)	1 (20.0%)	0 (0.0%)
Total	26	20 (76.9%)	6 (23.1%)	0 (0.0%)

Source: Processed by the researchers based on the 2025 ANBK data for public madrasahs in Agam Regency.

Overall, 20 of the 26 public madrasahs, or approximately 76.9%, achieved a good literacy category, while six madrasahs, or 23.1%, remained in the moderate category. No madrasah was classified in the poor literacy category. This finding

indicates that literacy development in public madrasahs has generally produced positive outcomes. Nevertheless, the distribution of literacy achievement remains uneven across educational levels. The relatively high proportion of MIN in the moderate category requires particular attention because literacy competencies developed during elementary education constitute the foundation for learning at subsequent levels. Weak foundational literacy may affect students' ability to understand complex texts, evaluate information, construct arguments, and apply knowledge across different subject areas (Tonegawa, 2022).

The relatively strong literacy achievement at the MTsN and MAN levels may reflect the cumulative development of students' reading and learning experiences. Students at higher educational levels generally encounter more diverse and complex academic texts that require interpretation, comparison, analysis, and evaluation. However, a good literacy category should not be interpreted as indicating that literacy development has been fully achieved. Literacy involves more than the ability to read and understand written information because it also includes the capacity to interpret meaning, evaluate evidence, communicate ideas, and apply knowledge in different contexts. Literacy development should therefore remain a continuous educational priority across all levels of madrasah education. The learning process needs to provide opportunities for students to develop critical, analytical, reflective, and creative thinking skills through meaningful engagement with various forms of information (Razak et al., 2023).

The ANBK results also demonstrate variations in numeracy achievement among public madrasahs. At the MIN level, three madrasahs achieved a good numeracy category, four were categorized as moderate, and one remained in the poor category. The data indicate that numeracy achievement at the elementary level was relatively lower than literacy achievement. At the MTsN level, most madrasahs achieved a good numeracy category, although several institutions remained in the moderate category. Similarly, most MAN demonstrated good numeracy achievement, while one institution remained in the moderate category. These findings indicate that strengthening literacy should be accompanied by the development of numeracy because both competencies

require students to understand information, interpret data, apply logical reasoning, and solve contextual problems.

Table 3. Comparison of Literacy, Numeracy, and Learning Quality Achievements

Educational Level	Good Literacy	Good Numeracy	Good Learning Quality
MIN	50.0%	37.5%	25.0%
MTsN	92.3%	84.6%	23.1%
MAN	80.0%	80.0%	40.0%

Source: Processed by the researchers based on the 2025 ANBK data for public madrasahs in Agam Regency.

An important finding emerged from the comparison between literacy achievement and the quality of learning. Although most MTsN achieved good literacy and numeracy categories, the majority of institutions remained in the moderate category for learning quality. A similar pattern was identified at the MAN level, where positive literacy and numeracy achievements were not consistently accompanied by good learning quality. At the MIN level, only 25% of madrasahs achieved a good learning-quality category, while 75% remained in the moderate category. This gap indicates that positive literacy outcomes do not necessarily represent consistently high-quality classroom practices. Students' literacy achievement may also be influenced by previous learning experiences, independent learning activities, institutional literacy programs, access to learning resources, and preparation for educational assessments. Therefore, improving instructional quality remains essential to ensure that literacy achievement is supported by meaningful and sustainable learning processes (Arsya et al., 2026).

The findings emphasize that literacy achievement and educational quality are closely related but represent different dimensions of educational performance. Literacy achievement reflects students' ability to access, understand, interpret, and utilize information, whereas learning quality concerns the effectiveness of pedagogical processes that facilitate student development. High-quality learning requires teachers to design relevant learning experiences, promote active student participation, provide constructive feedback, and conduct continuous reflection. The implementation of literacy-based learning can connect these two dimensions by integrating reading,

interpretation, discussion, writing, problem-solving, and reflection into classroom instruction (Pertiwi et al., 2023). Such integration enables literacy development to become part of the learning process rather than a separate institutional program. Therefore, the improvement of madrasah education quality requires sustained efforts to strengthen both student literacy outcomes and the pedagogical processes through which these competencies are developed.

Challenges and Strategies for Strengthening Literacy-Based Learning

The implementation of literacy-based learning in madrasahs continues to encounter several pedagogical and institutional challenges. One of the primary challenges is teachers' limited understanding of literacy as a comprehensive learning approach. Literacy is sometimes interpreted narrowly as the ability to read and write or as a routine reading activity conducted before classroom instruction. Consequently, literacy programs may be limited to reading for fifteen minutes without follow-up activities involving interpretation, critical discussion, reflective writing, or the application of information. Some teachers also experience difficulties integrating literacy activities into subjects that are not directly associated with language learning. This condition indicates that the effectiveness of literacy-based learning depends considerably on teachers' pedagogical competence in designing learning objectives, materials, activities, and assessments that promote meaningful engagement with information (Sasferi, 2024).

The continued dominance of teacher-centered instruction constitutes another challenge to literacy development. Classroom learning frequently emphasizes lectures, memorization, and the completion of curriculum content rather than active inquiry and critical engagement. Such practices tend to position students as passive recipients of information and provide limited opportunities for them to ask questions, examine evidence, express opinions, and construct knowledge independently. Students may consequently be able to reproduce information but experience difficulty in interpreting complex texts or applying their understanding to unfamiliar situations. This condition is particularly relevant to literacy-based assessments, which require analytical reasoning, contextual understanding, and higher-order thinking skills. Transforming classroom

instruction from teacher-centered to student-centered learning is therefore necessary to develop students who are active, independent, critical, and reflective (Apriansyah et al., 2026).

Students' limited reading interest also influences the effectiveness of literacy-based learning. Students who rarely engage with diverse reading materials tend to have limited vocabulary and experience greater difficulty understanding lengthy or complex texts. The rapid development of digital media has expanded access to information but has also encouraged the consumption of short, fragmented, and rapidly changing content. Students may become accustomed to obtaining information instantly without engaging in deep reading, interpretation, synthesis, and reflection (Mahmud et al., 2026). This condition creates a gap between the ability to access information and the ability to understand and evaluate it critically. Madrasahs should therefore provide diverse, engaging, age-appropriate, and contextually relevant reading materials while developing learning activities that encourage sustained reading habits.

Institutional support also determines the sustainability of literacy-based learning. The limited availability and utilization of libraries, classroom reading corners, printed materials, digital resources, and comfortable reading environments may reduce students' opportunities to engage in literacy activities. In some educational institutions, literacy programs remain administrative or ceremonial activities rather than becoming an integral part of classroom instruction and school culture. Reading activities may be implemented regularly but are not always followed by discussion, interpretation, evaluation, or creative production. As a result, students may participate in literacy activities without experiencing meaningful intellectual engagement. Madrasahs therefore need to develop literacy as an institutional culture supported by adequate facilities, active learning programs, teacher collaboration, and continuous evaluation.

Addressing these challenges requires the implementation of contextual, participatory, and problem-oriented learning strategies. Contextual learning enables students to connect academic knowledge with their personal experiences, social environments, cultural backgrounds, and everyday problems. Problem-Based Learning (PBL) can encourage students to identify problems, collect relevant information,

evaluate alternative perspectives, and formulate evidence-based solutions. Through these processes, students simultaneously apply reading, writing, speaking, reasoning, collaboration, and problem-solving skills. Literacy is therefore developed through meaningful intellectual engagement rather than through routine reading activities alone. The implementation of contextual and problem-based learning may strengthen students' ability to interpret information and apply knowledge to authentic situations (Sasferi, 2024).

Innovative learning models can further support the implementation of literacy-based education. Project-Based Learning (PjBL), inquiry learning, cooperative learning, problem-posing learning, and multiliteracy approaches provide opportunities for students to actively construct knowledge through exploration and collaboration. Project activities allow students to collect information from various sources, evaluate its relevance, organize findings, and communicate their ideas through written, oral, visual, or digital products. Inquiry-based learning encourages students to formulate questions, investigate information, and develop explanations based on evidence. Cooperative learning provides opportunities for students to exchange ideas, evaluate different perspectives, and construct logical arguments. The selection of learning models should nevertheless be adapted to learning objectives, subject characteristics, students' developmental needs, and the availability of educational resources.

The integration of digital literacy is also essential for strengthening literacy-based learning in contemporary madrasahs. Digital learning resources, educational videos, electronic books, interactive platforms, and online information can expand students' access to knowledge and create more flexible learning experiences. However, digital literacy should not be limited to technical skills in operating digital devices or accessing online information. Students need to develop the ability to identify credible sources, verify information, distinguish facts from opinions, evaluate digital content, and communicate responsibly in digital environments. Teachers should guide students to utilize technology for deep learning, critical inquiry, collaboration, and knowledge creation rather than merely for rapid information consumption. The meaningful

integration of digital literacy can contribute to the development of students who are critical, creative, adaptive, and responsible in responding to technological change.

Reflective learning and the effective use of ANBK results are equally important for continuous educational improvement. Reflection enables students to evaluate their understanding, identify learning difficulties, reconsider their experiences, and develop new insights. Activities such as reflective journals, group discussions, debates, presentations, and opinion writing can strengthen students' metacognitive awareness and argumentation skills. Teachers should also use assessment results as a basis for identifying students' learning needs and improving instructional strategies. In this context, ANBK should not be viewed merely as an instrument for measuring institutional achievement but as a source of information for pedagogical reflection and evidence-based improvement. The systematic use of assessment data can assist madrasahs in designing targeted literacy programs and strengthening the quality of classroom learning.

Integration of Islamic Values into Literacy-Based Learning

The implementation of literacy-based learning in madrasahs possesses distinctive characteristics because the development of literacy competencies is inseparable from Islamic educational values. In the Islamic perspective, literacy is not merely associated with the technical ability to read and write but also represents a process of seeking knowledge, understanding meaning, developing wisdom, and applying knowledge responsibly (Kasim et al., 2022). The command to read (*iqra'*) in the first revelation emphasizes the importance of literacy as a foundation for intellectual and spiritual development. Reading is therefore understood as an activity that involves reflection on written texts, human experiences, social realities, and the signs of Allah in creation. This perspective expands the meaning of literacy from a cognitive skill into a process that connects knowledge with faith, morality, and social responsibility. Literacy-based learning in madrasahs should consequently develop students who are intellectually competent, spiritually aware, and morally responsible.

The integration of Islamic values can be implemented through learning materials, classroom activities, contextual discussions, and reflective assignments.

Teachers may select reading materials that contain the values of honesty (*ṣidq*), trustworthiness (*amānah*), justice (*‘adl*), responsibility (*mas’ūliyyah*), cooperation (*ta’āwun*), tolerance (*tasāmuḥ*), and respect for knowledge (Ismaiyah & Maulidah, 2023). Students should not only identify information contained in a text but also interpret its meaning, evaluate the values represented, and relate the information to Islamic teachings and everyday life. Literacy activities may involve reading stories of the prophets, examining Islamic historical narratives, analyzing contemporary social issues, and writing reflections on moral problems encountered in society. These activities allow students to develop reading comprehension while strengthening their ethical reasoning and ability to formulate logical arguments. The integration of Islamic values therefore makes literacy-based learning more contextual and consistent with the educational identity of madrasahs (Gunawati, 2026).

The concept of *iqra’* also provides a foundation for developing a culture of inquiry and lifelong learning among madrasah students. The meaning of reading in Islam extends beyond the ability to understand written texts and includes observing, examining, questioning, and reflecting on various phenomena (Abdi, 2021). Students should therefore be encouraged to actively explore knowledge rather than merely receive and memorize information delivered by teachers. Literacy-based learning can provide opportunities for students to ask meaningful questions, compare different sources, examine evidence, and construct knowledge through critical discussion. Such learning practices are consistent with the objective of developing students’ intellectual curiosity and awareness of the importance of knowledge. The integration of inquiry and reflection can transform literacy activities into meaningful learning experiences that connect intellectual development with spiritual consciousness.

Islamic values are also relevant to the development of critical information literacy in the digital era. The rapid circulation of information through social media and digital platforms requires students to critically examine the accuracy, credibility, and relevance of the information they receive. The Islamic principle of *tabayyun* emphasizes the importance of verifying information before accepting, interpreting, or disseminating it to others. This principle can serve as an ethical foundation for developing critical and

responsible digital literacy among madrasah students. Teachers can guide students to compare information from different sources, examine supporting evidence, identify misinformation, and evaluate the potential consequences of sharing inaccurate content. Through these activities, students learn that critical thinking is not only an academic competency but also a moral responsibility in the use and communication of information (Supriatna et al., 2025).

The implementation of *tabayyun*-based literacy can also contribute to the development of ethical communication. Students should be encouraged to communicate information accurately, respectfully, and responsibly while avoiding the dissemination of false information, prejudice, and harmful content. Digital literacy activities may involve evaluating online news, identifying credible sources, distinguishing facts from opinions, and discussing the ethical implications of digital communication. These learning experiences enable students to understand that freedom of access to information should be accompanied by accountability and respect for others. Islamic values provide ethical guidance that supports the responsible use of information and digital technology. The integration of *tabayyun* into literacy-based learning can therefore strengthen students' critical reasoning while developing honesty, responsibility, and ethical awareness.

The integration of Islamic values into literacy-based learning also requires a transformation from memorization-oriented instruction toward meaningful and reflective learning. Memorization remains an important component of madrasah education, particularly in learning the Qur'an, hadith, prayers, and fundamental Islamic teachings. However, memorized knowledge should be accompanied by understanding, interpretation, reflection, and practical application. Students should be provided with opportunities to examine the meaning of religious texts, relate Islamic teachings to contemporary issues, and apply religious values in their personal and social lives (Rahman, 2025). This approach enables students to develop a deeper understanding of religious knowledge rather than merely reproduce memorized information. Literacy-based learning can consequently connect textual knowledge with students' intellectual, spiritual, social, and cultural experiences.

Reflective literacy can further support the internalization of Islamic values among students. Reflection encourages students to examine their learning experiences, evaluate their attitudes, and consider the relevance of knowledge to their responsibilities as individuals and members of society. Teachers may facilitate reflective activities through learning journals, moral narratives, classroom discussions, personal essays, and written responses to social or religious issues. These activities allow students to express their understanding while connecting academic knowledge with Islamic ethical principles. Reflection also encourages students to recognize the relationship between knowledge and action because knowledge in Islamic education is expected to contribute to positive behavior. Literacy-based learning can therefore become a means of developing intellectual understanding and strengthening the internalization of Islamic values in everyday life.

The integration of literacy and Islamic values is also relevant to the development of student character as one of the dimensions assessed through ANBK. The 2025 ANBK data indicate that most public madrasahs in Agam Regency achieved a good category in the character dimension, although several institutions remained in the moderate category. These findings provide an important foundation for developing literacy activities that integrate academic competence with moral and character development. Literacy learning should encourage students not only to understand and evaluate information but also to demonstrate honesty, responsibility, cooperation, tolerance, discipline, and respect for different perspectives. The development of literacy competencies should consequently be aligned with the formation of positive attitudes and socially responsible behavior. This integration supports the distinctive role of madrasahs in developing students' intellectual, spiritual, emotional, and social capacities.

The implementation of Islamic values-based literacy requires teachers to serve as facilitators, role models, and ethical guides in the learning process. Teachers are expected to demonstrate reading habits, intellectual openness, honesty in using information, and respect for different opinions. Their exemplary behavior can influence students' attitudes toward knowledge and encourage the development of a positive

literacy culture. Teachers should also create inclusive learning environments in which students feel confident asking questions, expressing ideas, and participating in critical discussions. Differences in interpretation should be addressed through respectful dialogue supported by relevant evidence and ethical communication. The combination of pedagogical competence and moral exemplarity can strengthen the effectiveness of literacy-based learning in achieving the educational objectives of madrasahs.

Overall, the integration of Islamic values provides a distinctive and meaningful foundation for literacy-based learning in madrasahs. The principles of *iqra'*, *tabayyun*, *ṣidq*, *amānah*, *'adl*, *ta'āwun*, and *tasāmuḥ* can connect literacy competencies with intellectual curiosity, critical thinking, ethical communication, and social responsibility. This integration enables literacy education to move beyond the development of academic skills toward the formation of knowledgeable, reflective, and morally responsible individuals (Zannah, 2020). Literacy-based learning in madrasahs should therefore be designed as a holistic educational process that balances intellectual competence, spiritual awareness, character development, and the ability to respond critically to contemporary challenges. Through this approach, madrasahs can strengthen their distinctive educational identity while improving the relevance and quality of learning. The integration of literacy and Islamic values ultimately contributes to the development of students who are capable of understanding knowledge, evaluating information critically, practicing Islamic values, and contributing positively to society.

Conclusion

This study concludes that the implementation of literacy-based learning has significant potential to improve the quality of madrasah education in Agam Regency. The 2025 ANBK data indicate that literacy achievement was generally positive, particularly at the MTsN and MAN levels, although several madrasahs, especially at the MIN level, remained in the moderate category. The findings also reveal that positive literacy achievement was not always accompanied by equally high learning quality, indicating the need to strengthen pedagogical practices, teacher competence, learning reflection, and institutional support. The implementation of literacy-based learning continues to face challenges, including teacher-centered instruction, memorization-

oriented learning, limited student reading interest, insufficient integration of literacy across subjects, and the underutilization of literacy facilities and assessment results. These challenges can be addressed through contextual and student-centered approaches, including Problem-Based Learning, Project-Based Learning, inquiry, reflective learning, and the meaningful integration of digital literacy. In the madrasah context, literacy-based learning should also incorporate Islamic values, particularly *iqra'*, *tabayyun*, *ṣidq*, *amānah*, *'adl*, *ta'āwun*, and *tasāmuḥ*, to connect intellectual competence with spiritual awareness, ethical responsibility, and character development. Therefore, improving the quality of madrasah education requires the sustainable integration of literacy into classroom instruction, assessment, teacher professional development, institutional culture, and Islamic character education.

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