Teachers' Creativity in Student Literacy Habituation Islamic Elementary School in Banyumas Regency Indonesia

Sunhaji[1], Ade Eka Pradana[2], Abu Dharin[3], Nur Laela[4]

Abstract

The purpose of this study is to describe and analyze the creativity of teachers in the literacy habituation of students at Islamic Elementary School Ma'arif NU 1 Cilongok Banyumas. This study uses a descriptive qualitative method with observation, interview, and documentation data collection techniques. Data analysis is carried out by means of data collection, data reduction, and drawing conclusions. The results of this research are that teachers at Islamic Elementary School Ma'arif NU 1 Cilongok show high creativity in fostering a literacy culture. Creative and innovative literacy habituation has proven to be effective in increasing students' interest and literacy skills. Islamic Elementary School Ma'arif NU 1 Cilongok has creative literacy programs such as reading 15 minutes before teaching and learning activities, literacy tree, reading corner, and optimization of display boards and wall magazines. Writing a reading summary/synopsis helps improve writing skills, express yourself, and develop creativity. Islamic Elementary School Ma'arif NU 1 Cilongok shows a strong commitment to fostering a culture of literacy and providing benefits for all students.

Keywords: Teacher Creativity, Habituation, Literacy, Students

Introduction

One of the functions of education is to foster the creativity (H. J. Hu, 2023; Ponce-Delgado et al., 2024) of students where humans with all their creative potential will develop optimally if they get the right stimulation (Conradty & Bogner, 2022; Haim & Aschauer, 2024; McGregor & Frodsham, 2022; Pont-Niclòs et al., 2024). Providing the right stimulation will help all human creative potentials grow and develop optimally. Teachers as educators have a role or function as a manager of the educational process, namely an educator must be able to present an effective, efficient and comfortable educational process for his students (Chatelain et al., 2024; Conradty & Bogner, 2022; McGregor & Frodsham, 2022; Soto-González et al., 2023). So in other words, a teacher must always develop his creativity so that learning activities can run actively, effectively, innovatively, creatively and fun (Livy et al., 2023; Reynolds et al., 2022).

Teachers are meaningful figures in children's lives. Teachers play a role more than just teachers, but educators in the true sense. A creative teacher is a teacher who is creatively able to use various approaches in the process of learning activities and guide his students. He is also a figure who likes to do creative activities in his life.

Quality teachers according to Law No. 14 of 2005 concerning Teachers and Lecturers are professional, pedagogic, social, and personal. Pedagogical competence includes an

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[1] Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia, Email: sunhaji@uinsaizu.ac.id
[2] Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia, Email: adeekapradana97@gmail.com
[3] Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia, Email: abudharin@uinsaizu.ac.id
[4] Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia, Email: nurlaela@gmail.com

understanding of students, the design, and implementation of learning, the evaluation of learning outcomes, and the development of students to actualize their various potentials. Personality competence refers to personal abilities that are reflected in a steady, stable, honest, mature, wise, authoritative, sincere, helpful, role model for students, and noble character. Professional competence includes a broad and in-depth mastery of learning materials. Social competence is the ability of teachers to communicate effectively with students, education staff, parents/guardians of students, and the community in their environment, as well as to build teacher capabilities in the context of literacy learning.

According to law No. 14/2005, article 1, point 1 states that teachers are professional educators with the main task of educating, teaching, guiding, training, and evaluating students in early childhood education, formal education, primary education, and secondary education. From this understanding, it can be concluded that a teacher must have high creativity in order to lead students to become a great generation, and be able to become a generation that is rahmatan lil‟alamin, that is, to become a quality, superior, and highly resilient human being in the face of change.

Creativity can be interpreted as an individual mental process that gives birth to new ideas, processes, methods or products that are imaginative, aesthetic, flexible, integrated, successive, discontinuous, and differentiated in various fields that are useful in various fields for solving a problem. According to Andi Yudha Asfandiyar in his book "Why Should Teachers Be Creative?" it is stated that a creative teacher is a teacher who has characteristics such as flexible, optimistic, respectful, dexterous, humorous, inspiring, gentle, disciplined, responsive, empathetic, friendly, likes children, and realizes that children are trust.

In order to succeed in Indonesia's development in the 21st century, it is imperative for the Indonesian people to master six basic literacy, namely (1) language literacy, (2) numeracy literacy, (3) science literacy, (4) digital literacy, (5) financial literacy, and (6) cultural and civic literacy. This literacy (Rizova et al., 2020; Rohmatulloh et al., 2022) ability must also be balanced by developing competencies that include critical thinking/problem-solving skills, creativity, communication, and collaboration. To improve the quality of life, competitiveness, development of the nation's character, and see the development of skills and competencies needed in the 21st century, the Ministry of Education and Culture organizes various literacy activities to increase the national literacy index through the National Literacy Movement.

The National Literacy Movement (GLN) was born from the synchronization of all literacy programs that have been running in each main unit within the Ministry of Education and Culture. GLN is an effort to synergize all potentials and expand public involvement in the development of literacy culture. The National Literacy Movement must be carried out massively, both in the family, madrasas, and communities. With the declaration of the literacy movement by the United Nations (UN) and the fact that literacy plays a role in building the country's progress, Indonesia then made the declaration of the National Literacy Movement (GLN) in 2016, which is a joint movement to get used to reading, thinking, and writing activities in the context of family, society, and madrasas. This movement invites, calls, and makes policies that appeal and regulate the mechanism of the importance of reading in daily activities. One of the institutions that is required to carry out literacy programs is madrasas. The rules for reading habits in madrassas are made and continue to be socialized, to include literacy aspects in assessing madrasah accreditation standards. The aim is for madrasas to play an active role in improving literacy habits and culture for their students.

The literacy movement that has been launched by the government through GLN (National Literacy Movement) is expected to increase the literacy achievements of Indonesian students compared to the achievements of students from other countries. This literacy movement is related to efforts to understand knowledge and information more broadly and individuals have more critical and analytical thinking better and can use their understanding to further improve the welfare of life later. In reality, a society and nation that has good literacy skills is the order of life in all aspects of life.

Literacy has relevance to three interactions: 1) reading activities as a means of understanding to identify science; 2) thinking activities to seek a more elaborative study of science; 3) have actualization to absorb knowledge in daily life. That way, these three interactions have relevance that provides understanding to students. This understanding is what encourages students to actualize it in life both in the madrasah room and at home.

Ideally, learning can be oriented to instill awareness and culture in students to have a good literacy culture. Good literacy skills for educators will play an important role in realizing professional teachers. This means that literacy is a basic and basic ability that must be possessed by educators because through this literacy ability, educators can build a literacy culture. Teachers have a duty in developing literacy activities for students. This task then requires established creativity for teachers to then be conveyed to students through literacy development. Here, teachers' creativity in building a literacy culture requires attention.

In the literacy education section, it is shown to achieve the cognitive side of each individual. For example, in activities in the form of "building understanding in books or texts". This can mean that literacy becomes an interactive activity that involves the collaborative side to achieve education. Literacy is an effort in learning that cannot be directly embedded in individuals. Literacy is obtained from the interests of each individual. Interest in being able to gain access to knowledge through reading and writing paths. An interest becomes an interest into a learning experience. This is where the learning experience gained becomes an interest that gives endurance considerations to these interests.

Literacy is a process of learning interaction that has indications and depends on cognitive activities. The product of activities in learning is one of the things that can be shown from literacy activities. With learning activities, individuals can have an understanding of language to be able to acquire knowledge through reading and writing activities. With learning activities, individuals can have an interest that builds literacy habits and culture. In the learning activities, individuals who have a literacy culture can give ideas quite well.

For this reason, it is necessary for teachers to be creative in instilling a culture of literacy among their students so that students will be enthusiastic about learning, which later from this literacy will produce the work of students. Creativity is also interpreted as the skill of providing reactions that provide the potential to make something unique and distinctive or the skill of combining something that previously existed into something more noticeable and interesting. Creativity can be interpreted as a skill in making new products, creating new ideas and also implementing them in problem solving.

One of the subsystems, namely teachers, is a space and media that has a good influence on increasing their competencies. This is because it must be realized that teachers are the core to achieve the quality of education in learning activities or learning processes. Teachers who have credibility have a larger space to be able to maximize their skills. So in terms of literacy in the

world of education, it is the duty and responsibility of teachers to introduce literacy to their students and instill that literacy.

It is not as easy as turning the palm of your hand to create a literacy culture. Because the reading interest of students in Indonesia is still very low and concerning, and has implications for the low world of education (Zulfah & Senam, 2018). This is because Indonesians prefer to watch teliv.ion, listen to the radio, and be involved in the internet world rather than reading books. Therefore, it is necessary to take concrete steps to build a culture of students' interest in reading from an early age so that the literacy culture of the Indonesian people is increasing. Therefore, a program is needed that can motivate students to increase their interest in reading.

Teachers have a task with the ability to manage teaching well, namely to make learning simpler for all students, so that students can maximize and develop it properly. Teaching is a very pluralistic activity and has relevance among others. Teachers must have readiness for teaching activities with various variations or models in the use of media and methods in teaching. That way, creativity is actually also an ability that anyone can do with the intention and goal to be creative and have the will to carry out the exercise well, that way he will be more creative. Clues of creativity are in the form of interactions that make something new and there is a tendency to make things or things.

The creativity of teachers (Chatelain et al., 2024; Conradty & Bogner, 2022) referred to in this study is through the creative personality of teachers, so how can teachers pour new ideas in the form of creative activities in order to instill a culture of literacy at Islamic Elementary School Ma'arif NU 1 Cilongok, Banyumas Regency. Based on the results of the researcher's observations, Islamic Elementary School Ma'arif NU 1 Cilongok, Banyumas Regency is one of the madrasas in Cilongok sub-district, Banyumas Regency which is able to be an inspiration for other madrasas in terms of teacher creativity to hold literacy-themed activities. There is an interesting thing about the creativity of teachers in instilling literacy culture at Islamic Elementary School Ma'arif NU 01 Cilongok, Banyumas Regency, namely the habit of reading at the beginning of teaching and learning activities using picture story book media. Image media is a media that is often used to help students to feel encouraged and arouse interest in the learning process. Other aspects can help students in aspects of language skills, art, and creative expression when dramatizing, storytelling, reading, writing, painting, drawing, and remembering the content of reading material in textbooks.

By using the media of picture story books, the enthusiasm of students is higher, and the interest in reading is increasing, this is because picture story books are interesting and in accordance with their age development (Ghodoosi et al., 2024). For the lower class of reading habits at Islamic Elementary School Ma'arif NU 01 Cilongok, Banyumas Regency, in addition to aiming to cultivate a literacy culture, it also aims to improve students' reading skills. Meanwhile, for the high class, the habit of reading picture story books is not only for the cultivation of literacy culture but also as a medium for instilling ethics through understanding the mandate in the reading.

AKMI (Indonesian Madrasah Competency Assessment) is a form of assessment developed by the Ministry of Religion of the Republic of Indonesia. The purpose of AKMI is to find out the weaknesses and strengths of madrasah students. AKMI is designed to map literacy skills. It is not to measure the achievement of students' competencies in certain subjects. The 21st century is the century of literacy. Educational institutions are required to develop the learning process and literacy abilities and skills. Reading literacy is the ability to understand and use the form of written language needed by the community. From the results of the analysis, it was concluded

that the reading literacy of students of Islamic Elementary School Ma'arif NU Cilongok in Indonesian Madrasah Competency Assessment (AKMI) 2021 was still at the basic proficiency level. Therefore, several efforts need to be made, including: practicing reading skills, getting used to reading various types of reading, and increasing the love of reading.

Method

This type of research is qualitative research with a phenomenological approach. This study is based on direct data (McClintic, 2022), the researcher plays the role of the main instrument to obtain or obtain data on teacher creativity in student *literacy* habituation at Islamic Elementary School Ma'arif NU 1 Cilongok, Banyumas district. Therefore, data collection is carried out based on situations that are as they are, reasonable, and directly found in the field. This study uses a phenomenological approach. The purpose of this qualitative research (Urmetzer et al., 2020) is to reveal facts, phenomena, events, circumstances, and variables that occur during the research by presenting all the facts and truths that occur. This research also describes and interprets data related to the situation that is actually happening, the perspective that is formed and the attitude that occurs in a group or society, the conflict or difference between two or more of a situation, the relationship between variables that arise, the difference between facts, and also the influence on certain conditions, and so on. In this study, qualitative researchers play the role of human instruments, which function to determine the focus of research, select information as a data source, collect data, assess data quality, analyze data, interpret data, and make conclusions about the findings.

Result and Discussion

Teachers' creativity in instilling a literacy culture in madrasas can be in the form of new activities in order to instill a literacy culture that has never existed before in the madrasah, namely activities that support three components of literacy in the form of reading, thinking, and writing activities. This is in accordance with the theory of literacy are activities are related to three important things, namely reading, thinking, and writing (Komariah et al., 2023). Based on the results of the research on Teacher Creativity in the Context of Instilling a Literacy Culture of Students at Islamic Elementary School Ma'arif NU 1 Cilongok Banyumas, the researcher will present findings based on what the researcher thinks is interesting.

Forms of teacher creativity in student literacy habituation

The interactive learning method applied at Islamic Elementary School Ma'arif NU 1 Cilongok Banyumas Regency is in accordance with the principles of Piaget and Vygotsky's constructivism because it encourages students to be actively involved in building their own knowledge through experience and interaction with the environment, as described in the theory of constructivism (Meletiou-Mavrotheris & Paparistodemou, 2024; Waluyo et al., 2024) According to Piaget (Amin et al., 2020; Hernawati & Meylani, 2023), individuals build their own knowledge through an active process of mental construction. This means that learning is not just a passive reception of information, but rather an active effort to understand and make meaning of the experience. The interactive learning methods used at Islamic Elementary School Ma'arif NU 1 Cilongok, Banyumas Regency, such as role-playing, group discussions, and real-life situation simulations, are in accordance with Piaget's view that effective learning occurs when students are actively involved in the learning process. Through interaction with their learning content and environment, students build their own knowledge.

Vygotsky emphasized the important role of social interaction and support in the formation of individual knowledge. The main concept is the proximal development zone (ZPD), where students are able to achieve a higher understanding with help from others. The interactive learning methods used, such as group discussions, allow students to interact with each other and support each other in the learning process. Teachers also provide guidance and support to students according to their ability level, reflecting Vygotsky's concept of scaffolding (Vigotsky et al., 2018).

Thus, the learning method applied at Islamic Elementary School Ma'arif NU 1 Cilongok, Banyumas Regency is in accordance with Piaget and Vygotsky's constructivism because it recognizes the active role of students in building their own knowledge through interaction with learning content and the environment, as well as through social interaction and support from teachers and peers (Vigotsky et al., 2018).

The use of strategies to stimulate students' interest and motivation in learning at Islamic Elementary School Ma'arif NU 1 Cilongok, Banyumas Regency is in accordance with the concept of learning motivation introduced by Abraham Maslow. There are several reasons why this approach fits Maslow's theory of needs, the first is because of the fulfillment of high-level needs. According to Maslow's hierarchy of needs, once physical and security needs are met, individuals will begin to pursue high-level needs, such as the need for a sense of accomplishment, reward, and self-actualization. The organization of literacy competitions and the use of varied learning resources helps meet this need by providing opportunities for students to achieve achievements, obtain awards, and develop their potential to the maximum extent (Cole et al., 2024; Leonido et al., 2024).

Second, intrinsic and extrinsic motivation. Maslow acknowledged that motivation can come from within (intrinsic) as well as from outside (extrinsic) individuals. Literacy competitions and the use of interesting learning resources can stimulate both types of motivation. Students may feel compelled to learn and participate in competitions because of their curiosity about topics of interest or because of a desire to achieve personal success (intrinsic motivation). On the other hand, the prizes or recognition given in the competition can also be a source of extrinsic motivation for students (Amin et al., 2020; Conradty & Bogner, 2022; Fasya et al., 2023).

Third, giving awards. One important aspect of Maslow's theory of learning motivation is the importance of reward and recognition of individual achievements. Literacy competitions provide opportunities for students to obtain awards and recognition for their efforts and achievements. This not only satisfies the need for a sense of accomplishment, but also increases students' motivation to engage in the learning process.

Thus, the use of strategies to stimulate students' interest and motivation in learning at Islamic Elementary School Ma'arif NU 1 Cilongok, Banyumas Regency is in accordance with Abraham Maslow's theory of learning motivation because it helps meet various student needs, stimulates intrinsic and extrinsic motivation, and rewards student achievement (Andi Forisma, 2023). At Islamic Elementary School Ma'arif NU 1 Cilongok, Banyumas Regency, the learning approach is based on the recognition of the diversity of students' potentials and interests, in accordance with Howard Gardner's theory of multiple intelligence. Every day, classrooms are filled with a variety of interesting learning resources, from textbooks to audio-visual materials that attract students' attention (Anggoro et al., 2024).

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At Islamic Elementary School Ma'arif NU 1 Cilongok, Banyumas Regency, the learning approach is based on the recognition of the diversity of students' potentials and interests, in accordance with Howard Gardner's theory of multiple intelligence. Every day, classrooms are filled with a variety of interesting learning resources, from textbooks to audio-visual materials that attract students' attention. The teachers in the school do not only teach in one way, but they use various learning methods and tools. For example, when studying history, teachers not only rely on texts, but also utilize documentary videos, voice recordings, and even role-playing games to bring the material to life (Çam & Koç, 2024; Kim, 2024).

Students at Islamic Elementary School Ma'arif NU 1 Cilongok are given the freedom to explore various types of learning resources according to their interests and potential. There are students who prefer to learn through visuals, so they enjoy learning through the images and diagrams provided. Meanwhile, other students are more interested in the musical aspect, so they respond well when the material is taught through a rhythmic song or quiz. Thus, the use of varied learning resources at Islamic Elementary School Ma'arif NU 1 Cilongok, Banyumas Regency not only enriches the learning experience, but also creates an environment where each student can grow and develop according to their respective potential (Alirahman et al., 2023).

At Islamic Elementary School Ma'arif NU 1 Cilongok, Banyumas Regency, the literacy-based learning approach is applied with enthusiasm, in accordance with the principles stated in the literacy-based learning theory by Harvey "Smokey" Daniels and Donna Pinnell. Through a variety of literacy-oriented extracurricular activities, the school provides valuable opportunities for students to engage in fun and meaningful literacy practices outside the classroom (Hernawati & Meylani, 2023). One example of an activity carried out is a literacy club, where students can gather to read books, discuss stories, and express their opinions orally or in writing. This is in accordance with the principles of literacy-based learning that emphasize the importance of integrating reading, writing, and speaking skills in meaningful contexts. Students not only hone their reading skills, but also learn to structure their thoughts in writing and confidently convey them orally.

In addition, Islamic Elementary School Ma'arif NU 1 Cilongok also organizes a mobile library, which brings the world of literacy directly to students in various environments. With easy access to a wide range of books and other literacy materials, students are invited to explore and enjoy the magic of reading wherever they are. Not only that, drama activities and literary festivals are also an integral part of the literacy-based learning approach at this school. Through drama, students can experience stories in a more visual and interactive way, while literary festivals provide them with the opportunity to showcase their own works and share inspiration with others. Thus, Islamic Elementary School Ma'arif NU 1 Cilongok, Banyumas Regency, not only emphasizes the importance of literacy as a skill, but also promotes love and appreciation for the world of literacy through various diverse and interesting extracurricular activities. This is in line

with the principles of literacy-based learning that views literacy as a tool to understand and actively participate in society.

The practice of learning and extracurricular activities at Islamic Elementary School Ma'arif NU 1 Cilongok, Banyumas Regency reflects the concept of scaffolding in Jerome Bruner's learning theory. Teachers at these schools understand the importance of providing support and guidance to students according to their ability level, so that they can achieve a deeper understanding and higher abilities in literacy (Jerome Bruner, 2023).

The concept of scaffolding describes the process by which the teacher or other adult provides appropriate support to the student during the learning process. This support can be in the form of guidance, questions, or models that help students to understand difficult concepts or complex tasks (Yuliani & I. Wayan, 2018). Islamic Elementary School Ma'arif NU 1 Cilongok, teachers consciously apply scaffolding principles in supporting the development of student literacy. For example, when teaching reading skills, teachers will provide step-by-step instructions and provide relevant examples. They may also use strategies such as reading together, reading models, or providing constructive feedback as students practice reading. Thus, through an approach centered on the principles of scaffolding, teachers at Islamic Elementary School Ma'arif NU 1 Cilongok, Banyumas Regency are effective in supporting the development of student literacy. They help students to get past their proximal development zones, build a deeper understanding, and achieve higher abilities in literacy.

Activities in order to foster students' reading skills

The active participation of teachers to increase students' interest in reading is very necessary. Teachers must give an example of a love of reading and have good reading skills (Aydin Yildiz, 2024; Maimunah et al., 2020) teachers are required to have language skills. Teachers are expected to play the role of exemplary figures. In addition, teachers must actively provide reading materials and also actively improve the reading skills of students.

Reading is related to the discussion of creative ways that we must do so that our students and children have a good interest and reading habits. Thinking related to efforts to build a learning environment at school and home so that children and students are conditioned to think about the knowledge that has been obtained in reading activities. Meanwhile, working is related to various ways to improve the writing culture of children and students (Alfulaila et al., 2019). The creativity of Islamic Elementary School Ma'arif NU 1 Cilongok Banyumas teachers in order to foster students' reading skills is in the form of activities that can grow students' reading skills, both low and high grades. The next creativity of Islamic Elementary School Ma'arif NU 1 Cilongok Banyumas teachers in order to foster students' reading ability is that this reading activity is carried out from 07.00 to 07.15 where the books used are picture reading books for both low and high grades. This activity aims to further foster the reading ability of lower class students, and also to cultivate the character of reading love for high grades. This activity is guided directly by the homeroom teacher for the lower class, and for the third class, reading activities can be carried out independently by students even though they are still under the supervision of their class teachers. A literacy tree is a form of tree description in the form of paper stickers that are deliberately tree-shaped, on the leaves are written the names of the books/materials that we have read and fragments of the contents of the books/materials that have been read. The more leaves, the more books have been read.

The purpose of the literacy tree is to build student creativity which includes thinking and

creativity and motivates students to always read and read makes students a habit in their daily lives. The literacy tree was chosen because it is very simple and easy to implement. The literacy tree is expected to improve students' literacy skills. In each reading corner, reading books are available, so that every student can take advantage of the reading corner at the same time in leisure time or breaks. The procurement of reading books in the reading corner is the result of teachers' creativity also in order to meet the reading needs of students, namely the existence of reading book grants from one of the national level reading book publishers and also the origin of student guardians who are always actively urged by teachers to bring reading books from home to be donated to Islamic Elementary School Ma'arif NU 1 Cilongok Banyumas in order to increase the number of reading books in the reading corner. The next teacher's creativity in order to foster students' reading ability is in the form of reading books 15 minutes before teaching and learning activities.

Islamic Elementary School Ma'arif NU 1 Cilongok, Banyumas Regency, the literacy-based learning approach is reflected in the various activities they implement. One of them is the literacy club, which is a forum to develop students' interest in reading through discussions, performances, and other literacy-related activities. This literacy club allows learners to integrate reading, writing, and speaking skills in meaningful contexts, in accordance with the principles of literacy-based learning theory by Harvey "Smokey" Daniels and Donna Pinnell (L. Hu et al., 2024). In addition to the literacy club, Islamic Elementary School Ma'arif NU 1 Cilongok also holds a mobile library, where students can access reading materials directly in their classes. This allows for the creation of a learning environment that stimulates reading interest and makes it easier for students to develop their reading skills.

Drama and literary festivals are also part of the literacy-based learning approach applied at the school. Through this activity, students can participate in creative activities that involve reading, writing, and speaking skills. They can express their ideas and understanding of various reading materials through the dramatic or literacy works they produce (L. Hu et al., 2024). The use of a variety of reading activities with different approaches (Kashyap et al., 2021; Ritella & Marcone, 2024), such as reading picture books, reading together, and independent reading, as well as creative activities such as literacy trees, reflects an approach that fits with Gardner's theory of multiple intelligence. Islamic Elementary School Ma'arif NU 1 Cilongok provides opportunities for students to develop their intelligence according to their individual interests and potentials through diverse and fun reading activities.

The active learning approach emphasized by Piaget and Vygotsky is reflected in reading together, independent reading, and creating a literacy tree. Students are given the opportunity to construct their own knowledge through interaction with reading materials and social interaction with teachers and peers (Vigotsky et al., 2018) by implementing various strategies and activities in accordance with the relevant principles of educational theory, Islamic Elementary School Ma'arif NU 1 Cilongok, Banyumas Regency, creates a learning environment that supports the development of students' interests and reading abilities holistically.

Activities in order to foster students' thinking skills

In the context of thinking, literacy is related to the ability to develop and analyze phenomena with various problems by using information and knowledge owned or obtained through reading literacy activities (AlAli, 2024). The creativity of Islamic Elementary School Ma'arif NU 1 Cilongok Banyumas teachers in order to foster students' thinking skills in the form of activities that teachers have carried out in learning, in the form of integrating literacy culture with the 2013

curriculum. Through the 2013 curriculum, teachers are required to always be creative because their learning is student-centered. Creative teaching made the learning process fun. It also revealed that creative teaching increased students' participation and motivation because it put students in the center of the learning proces (Chatelain et al., 2024; Needler, 2024). With the discussion and presentation activities carried out by students in learning activities, students are enthusiastic about participating in learning activities at the madrasah. This can be seen from the results of the researchers' observations at Islamic Elementary School Ma'arif NU 1 Cilongok Banyumas in learning activities, both in the lower and upper classes. The literacy culture has been integrated with the 2013 curriculum at Islamic Elementary School Ma'arif NU 1 Cilongok Banyumas with the implementation of teaching and learning activities in accordance with the principles in the 2013 curriculum. Thus, many activities contain about student literacy activities, both writing and reading activities. In learning activities, students are required to read a lot which is followed by answering questions from the teacher based on the essence of the reading (Domenici, 2022).

Discussion and presentation activities are activities in the 2013 curriculum learning activities. This activity was carried out by the teachers of Islamic Elementary School Ma'arif NU 1 Cilongok Banyumas in the form of giving group assignments. Each group will discuss a certain theme that will be studied by exchanging opinions and after finishing to present to their friends in front of the class. And this activity has been carried out in teaching and learning activities at Islamic Elementary School Ma'arif NU 1 Cilongok Banyumas with class teachers as facilitators for students. At Islamic Elementary School Ma'arif NU 1 Cilongok, efforts to improve students' reading skills are carried out through the integration of literacy culture with the 2013 Curriculum and the application of learning methods such as discussing and making presentations. Some of the educational theories relevant to this approach can be elaborated as follows:

Literacy-Based Learning Theory by Harvey "Smokey" Daniels and Donna Pinnell highlights the importance of integrating literacy culture with the curriculum. In this school, activities such as reading stories and answering related questions in thematic learning provide meaningful context for students, in accordance with a literacy-based approach (Hernawati & Meylani, 2023). The Active Learning Theory proposed by Jean Piaget and Lev Vygotsky emphasizes the active involvement of students in learning. Through discussion activities, students have the opportunity to exchange opinions, construct knowledge, and learn from each other. This approach is in accordance with the principles of active learning emphasized by both theories (Vigotsky et al., 2018).

The Theory of Multiple Intelligence developed by Howard Gardner (Dharin et al., 2024) states that each individual has diverse intelligences. At Islamic Elementary School Ma'arif NU 1 Cilongok, an approach that allows students to choose discussion groups and give presentations allows them to develop potential and interests according to their multiple intelligences, such as interpersonal and intrapersonal intelligence. The implementation of various learning activities and strategies at Islamic Elementary School Ma'arif NU 1 Cilongok reflects efforts to create a holistic learning environment, integrate literacy skills, and support the overall development of students. This approach is supported by the principles of several educational theories that have been mentioned.

Activities in order to foster students' writing skills

In the context of writing, literacy is related to the expression of ideas that have been obtained in a high-level thinking process whose results are expressed in written language or works for readers to read (Murillo-Ligorred et al., 2023; Nahar et al., 2022; Xiaolei & Teng, 2024). Developing a love of reading and writing as among their most important literacy goals for their students (Myhill et al., 2023). That teachers should develop reading and writing skills as literacy goals. The creativity of Islamic Elementary School Ma'arif NU 1 Cilongok Banyumas teachers in order to foster students' writing skills in the form of optimizing the use of display boards, optimizing the use of wall magazines, and learning activities to write reading essences or synopsis.

Optimizing the use of display boards is the creativity of Islamic Elementary School Ma'arif NU 1 Cilongok Banyumas teachers in order to accommodate the aspirations of students in their work, either in the form of poetry, rhymes, short stories, pictures, or other works. At Islamic Elementary School Ma'a rif NU 1 Cilongok Banyumas, the display board is also used as a learning resource and is in every class (Anggoro et al., 2024). Optimizing the use of wall magazines as teachers' creativity in order to provide opportunities for students to display their works. Thus, the madrasah has helped students to display their works not only on the display board in the classroom but also on the wall magazine at the madrasah level. The students' works displayed in the wall magazine are the best students' works in their class.

Writing down the essence of the reading can be interpreted as the result of stringing the writing in the form of the main points only. This activity is carried out in thematic learning and other learning. Teachers at Islamic Elementary School Ma'arif NU 1 Cilongok Banyumas usually give assignments to students independently. So that they are able to make a synopsis or summary properly and correctly. At Islamic Elementary School Ma'arif NU 1 Cilongok, efforts to improve students' reading skills are carried out through the integration of literacy culture with the 2013 Curriculum and the application of learning methods such as discussing and making presentations (Rohmana et al., 2024).

The Active Learning Theory proposed by Jean Piaget and Lev Vygotsky emphasizes the active involvement of students in learning. Through discussion activities, students have the opportunity to exchange opinions, construct knowledge, and learn from each other. This approach is in accordance with the principles of active learning emphasized by the two theories (Mantra et al., 2023; Polikarpus et al., 2023). The Theory of Multiple Intelligence developed by Howard Gardner (Biehl et al., 2023; Listyawati, 2016) states that each individual has diverse intelligences. At Islamic Elementary School Ma'arif NU 1 Cilongok, an approach that allows students to choose discussion groups and give presentations allows them to develop their potential and interests according to their multiple intelligences, such as interpersonal and intrapersonal intelligence.

Scaffolding theory by Jerome Bruner (De Simone & Ruggeri, 2021; McGregor & Frodsham, 2022; Orphanidou et al., 2024) describes the concept of support provided by teachers to students in the learning process. In this school, reading assignments followed by presentations can be associated with the idea of scaffolding, where teachers provide the necessary assistance to improve students' ability to understand and convey the material well. The implementation of various learning activities and strategies at Islamic Elementary School Ma'arif NU 1 Cilongok reflects efforts to create a holistic learning environment, integrate literacy skills, and support the overall development of students. This approach is supported by the principles of several educational theories that have been mentioned.

Conclusion

Based on the results of the research, it can be concluded that teachers at Islamic Elementary School Ma'arif NU 1 Cilongok, Banyumas Regency show high creativity in fostering a literacy culture in students. This is evidenced by the various forms of literacy habituation that are applied, such as first, the use of interactive learning methods. Teachers use techniques such as role-playing, group discussions, and real-life situation simulations to help students understand and apply the concepts taught. Second, the use of varied learning resources. Teachers use engaging reading books, interactive multimedia, educational games, and relevant online resources to create a learning environment that stimulates interest and motivation in learning. Third, literacy-oriented extracurricular activities. Teachers hold literacy clubs, mobile libraries, dramas, and literary festivals to engage students in fun and meaningful literacy practices outside of regular classroom hours. Fourth, the organization of literacy competitions and competitions. Teachers hold poetry reading competitions, short story writing competitions, and speech competitions to encourage students to improve their reading, writing, and speaking skills. This creative and innovative literacy habituation has proven to be effective in increasing the interest and literacy ability of students at Islamic Elementary School Ma'arif NU 1 Cilongok, Banyumas Regency. This shows that with the right strategy, literacy culture can be grown well in elementary schools. Islamic Elementary School Ma'arif NU 1 Cilongok Banyumas has various creative programs to foster a culture of literacy among students. These programs are designed to increase reading interest, reading ability, and create a literacy-friendly madrasah environment. Every morning before KBM starts, all students of Islamic Elementary School Ma'arif NU 1 Cilongok Banyumas are required to read for 15 minutes. This activity aims to increase students' interest and reading ability. In the lower grades, reading activities are guided by teachers using picture reading books. Meanwhile, in the upper class, students can choose the reading books they like. The literacy tree is an innovative program that aims to improve students' literacy and creativity skills. Students are asked to read the book and write a summary on a piece of paper. The papers are then pasted on the literacy tree in each class. The program allows learners to share knowledge and improve their writing skills. The reading corner is an area in each class that is reserved for reading books. The reading corner is equipped with a variety of interesting and comfortable reading books. Students can take advantage of this reading corner in their free time, such as during breaks.

Islamic Elementary School Ma'arif NU 1 Cilongok Banyumas shows a strong commitment to fostering students' writing skills and fostering a literacy culture in schools. This is evidenced by various well-designed and implemented activities, such as optimizing the use of display boards and wall magazines, as well as writing reading essences or synopsis. These activities not only help improve students' writing skills, but also provide them with opportunities to express themselves, develop creativity, and increase appreciation for written work. Thus, it is hoped that the literacy culture at Islamic Elementary School Ma'arif NU 1 Cilongok Banyumas can continue to develop and provide benefits for all students.

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