

Reading Culture Improvement Management To Improve Literature Quality

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Abstract.

Most of the knowledge is presented in the form of written language so that it requires someone to do reading activities in order to gain knowledge. Therefore, learning to read has a very strategic position in education and teaching. This reading ability cannot be obtained naturally, but through a learning process which is partly the responsibility of the teacher. Schools that are concerned with a quality culture will certainly manage this reading culture effectively and efficiently to improve the quality of their graduates and ultimately have an impact on school quality. The research approach used is qualitative. The data collection method used is the case study method. Data collection techniques used are observation techniques (observations), interview techniques, documentation studies. Regarding data analysis techniques using non-statistical analysis techniques. The results showed that the management of improving reading culture to improve student literacy in two SMAITs was carried out by the school, both principals and teachers through various approaches and applying learning management principles. However, it turns out that the results have not been effective, because the achievement of student learning outcomes has not been able to meet the minimum standard of completeness criteria (KKM) that has been set by each school. The learning planning in the two SMAITs is in accordance with the applicable regulations. However, in its preparation it has not determined the target for the completion of the planning, so it is difficult to determine the target for achievement; In the implementation of learning, learning resources in the two SMAITs are still very limited, making it difficult for students to carry out learning. The learning environment in the two SMAITs is very conducive because they do not face many distractions so that students can study seriously and with full concentration, although support from the community is still limited; The learning infrastructure in the two SMAITs is still lacking, especially the Indonesian Language Laboratory space is not adequate so that learning in the laboratory to develop literacy often cannot be carried out perfectly. This turned out to be an obstacle to the achievement of the quality of Indonesian language learning and literacy. The process of implementing Indonesian language learning in the two SMAITs uses more face-to-face meetings with the main activity being the teacher in delivering Indonesian language material. Practical literacy learning is rarely carried out because it does not yet have an adequate Indonesian Language Laboratory, this has an impact on students' abilities in learning Indonesian, prioritizing cognitive aspects rather than affective and psychomotor aspects (literacy).

Keywords: Management, reading culture and literacy quality.

I. INTRODUCTION

The need for literacy in this global era requires the government to provide and facilitate education systems and services in accordance with the 1945 Constitution, Article 31, Paragraph 3, "The government seeks and organizes a national education system that increases faith and piety and noble character in the context of the intellectual life of the nation, regulated by law." This verse emphasizes that the literacy program also includes efforts to develop human potential which includes intellectual, emotional, linguistic, aesthetic, social, spiritual intelligence, with adaptability to developments in the flow of technology and information. This effort is in line with the philosophy stated by Ki Hadjar Dewantara that education must involve all components of society (family, professional educators, government, etc.) The implementation of the literacy program is a national program, so it needs to be implemented from an early age. Its existence is an integral part of education to improve the quality of learning in schools. Therefore, the development of school literacy programs needs special attention so that it can be optimized by all school members. One of the breakthroughs made by the government is by issuing the Minister of Education and Culture Regulation (Permendikbud) Number 23 of 2015 concerning the Growth of Character. This Permendikbud is realized by compulsory reading, especially for elementary, junior high or high school students. The Ministry of Education and Culture also developed the School Literacy Movement (GLS) as an effort to overcome the low interest in reading among students in Indonesia.

The government's breakthrough in literacy is the government's efforts to overcome the problems of the quality of Indonesian education in the eyes of the world. The Indonesian nation as a large nation has not been able to stand on equal footing among developed nations. This is reflected in the lack of competent

human resources who excel at the international level. The majority of human resources owned by the Indonesian people are considered unable to take part and participate in world-level forums. The description of the condition of the quality of Indonesian education based on PISA 2018 data, it is stated that Indonesian students are good at understanding single text but weak in understanding multiple texts. Indonesian students are good at finding information, evaluating, and reflecting on information, but weak in understanding information. The ability of Indonesian students to read, achieved an average score of 371, with an average OECD score of 487. Then the average score for mathematics reached 379 with an OECD average score of 487. Furthermore, for science, the average score of Indonesian students reached 389 with an OECD average score of 489. Other interesting findings include that Indonesia is in the low performance quadrant with high equity. The lack of quality education in Indonesia cannot be separated from the lack of student interest in literacy. The latest data in January 2020, UNESCO stated that Indonesia ranks second from the bottom in terms of world literacy, meaning that people's reading interest is very low. According to UNESCO data, the reading interest of the Indonesian people is very concerning, only 0.001%. This means that out of 1,000 Indonesians, only 1 person is avid reader. The UNDP figures are also surprising that the adult literacy rate in Indonesia is only 65.5%, while Malaysia is already 86.4%. The low literacy culture in Indonesia causes education in Indonesia to lag behind neighboring countries (Moh. Mursyid, 2016). A different research entitled *World's Most Literate Nations Ranked* conducted by Central Connecticut State University in March 2016, Indonesia was stated to be ranked 60th out of 61 countries regarding reading interest, just below Thailand (59) and above Botswana (61). In fact, in terms of infrastructure assessment to support reading, Indonesia's ranking is above European countries.

The habit of reading in schools if it continues to be carried out consistently and becomes the commitment of all school members can become a school culture. School culture is an advantage, wealth, and characteristic that distinguishes one school from another. Reading culture as a school culture can be used as one of the advantages of a school. The culture formed by the school will determine the extent of achievement and quality of education in the school. Schools as agents of change that prepare superior human resources should make reading activities a habit so that it becomes a school culture because the main activity in schools is learning and learning cannot be separated from reading activities. A person's success in participating in teaching and learning activities at school is largely determined by his ability to read. As it is known that most of the knowledge is presented in the form of written language so that it requires someone to do reading activities in order to gain knowledge. Therefore, learning to read has a very strategic position in education and teaching. This reading ability cannot be obtained naturally, but through a learning process which is partly the responsibility of the teacher. Schools that are concerned with quality culture will certainly manage this reading culture effectively and efficiently to improve the quality of their graduates and ultimately have an impact on school quality. Based on the problems described and the results of relevant research, the authors are interested in researching the issue of developing a reading culture to improve literacy quality with the title "Management of Reading Culture Improvement to Improve Literacy Quality" (Case Studies at SMAIT Ummul Quro Bogor and SMAIT Nurul Fikri Boarding Bogor School) The two schools were chosen by the authors as research sites because they were consistent in implementing literacy programs, especially reading habits for students and teachers. This is also supported by the infrastructure. However, in the application of the management of the development of reading culture, various problems are still found that require appropriate solutions so that the application of reading culture to improve the quality of literacy can increase.

II. METHODS

The research approach used is qualitative, which is to reveal an intensive and in-depth description of the Quality Management of Graduates of Madrasah Aliyah (MA) boarding schools in South Tangerang City. The data collection method used is the case study method through direct observation where the researcher sees firsthand the symptoms or events that occur and analyzes the events found in the field that are adapted to the research problem. Data collection techniques used are observation techniques (observations), interview techniques, documentation studies. Regarding data analysis techniques using non-statistical analysis

techniques. This research was conducted at SMAIT Ummul Quro Bogor, which is located on Jalan Pool Bina Marga, Boulevard Raya Housing No. 3 T 06 RW 05, Tanah Sareal, Bogor and at SMAIT Nurul Fikri Boarding School (NFBS) having the address at Jl. Jami RT002/008 Ciapus, Sukaluyu, Kec. Tamansari, Kab. Bogor, West Java. Subjects were conducted at SMAIT Ummul Quro Bogor and SMAIT Nurul Fikri Boarding School by collecting data using purposive sampling. According to Nasution (1988:29). Purposive sampling is a sample collection technique based on the researcher's selection of what and who aspects are the focus in a particular situation and therefore continuously throughout the research sampling is purposive, that is, it depends on the purpose of the focus at a time. The subjects of this research include the principal, supervisor, teacher and students where the research is 3 teachers and 5 students respectively. Based on the research results to match the reality in the field, the results of the analysis and interpretation of the research data will be confirmed by testing the validity of the data required by examination or testing techniques and the level of trustworthiness of the qualitative research results is determined by the criteria (1) credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity)

III. RESULT AND DISCUSSION

Planning in Indonesian language learning management in an effort to improve student learning outcomes at SMAIT Ummul Quro Bogor and SMAIT Nurul Fikri Boarding School Bogor. Based on article 19 paragraph (1) of government regulation number 19 of 2005 concerning national education standards, it is stated that the learning process in the education unit is carried out interactively, inspiring, fun, challenging, motivating students to participate actively and providing sufficient space for initiative, creativity, independence in accordance with the talents, interests, and physical and psychological development of students. So based on government regulations regarding national education standards to achieve the learning process in the Education unit, it is held interactively, inspiring, fun, challenging, motivating students to participate actively and providing space for initiative, creativity, and independence in accordance with talents, interests, and physical development as well as psychological planning of students needs to be arranged as a guide in its implementation. Education unit level planning is the preparation of the Education Unit Level Curriculum (KTSP) document which is the institution's guideline in implementing its program. The basis for the preparation of the KTSP is the regulations that apply in the education sector, namely Law No. 20 of 2003 concerning the National Education System and regulations from the Decree of the Ministry of Religion, one of which is the Decree of the Director General of Education Number SE/Dj/I/PP.00/50/2013 dated July 8, 2013 regarding the implementation the 2013 curriculum in madrassas and the West Java Regional Office of Religion Circular No. B.4637/Kw.1 O/11.4/PP.OON11/2018, dated, 2 July 2018 Regarding the Implementation of the 2013 Curriculum in RA/Schools

The preparation starts from the formulation of what will be achieved and from the evaluation of the implementation of the previous school year program. Those involved in the preparation of the KTSP are all elements of the school. For Ummul Quro Bogor and SMAIT Nurul Fikri Boarding School Bogor starting from elements of the Foundation, Committee, Head, Deputy Head, teachers and administration. Meanwhile, for SMAIT Ummul Quro Bogor involved in the preparation of the KTSP are the Committee, Head, Deputy Head, teachers and administration. The time required in the preparation of the KTSP is not determined how long but before entering the new school year it has been completed and legalized by the competent authorities. It is better to set a time for preparation so that the target is clear and the compiler has guidelines in completing it. The steps for preparing learning planning programs, science teachers carry out through curriculum workshops organized by schools before entering the new school year. By looking at the SKL, Core Competencies (KI), Basic Competencies (KD), which are contained in Book 1 KTSP. Next, I compiled the Annual Program (Prota), compiled the Semester Program (Prosem), compiled the syllabus and Lesson Plan (RPP), by studying documents from the previous school year program and searching from the internet. The teacher arranges learning tools for one academic year to be implemented. (Indonesian teacher related to literacy)"

From the findings of the research on planning in the two SMAITs, it can be concluded that the two SMAITs have already developed lesson plans. At the school level, a plan for the education unit level is drawn up, known as the 1 KTSP document. The teacher prepares learning plans according to the subjects being taught, among others, compiling: annual programs, semester programs, calculation of effective learning days, writing Graduation Standards, analysis of KI KD linkages, syllabus development, development of long lesson plans and one sheet lesson plans, learning materials, objectives learning, determining learning methods, determining learning resources, determining learning aids, learning facilities, and learning assessment through (KD tests/daily tests, PTS, PAS, PAT, UAS, assignments, projects, and practices) The implementation of learning is the implementation process of learning management that has been previously planned, in practice the teacher is on duty according to the schedule issued by the school, adjusting to the learning tools that have been prepared, adjusting to the annual program, semester program, syllabus, lesson plans that have been compiled. Teachers carrying out learning are used to carrying out learning processes such as teacher and student interactions in the Teaching and Learning Process (PBM), recording student attendance, providing motivation, providing learning materials, providing conclusions, evaluating both oral and written in the form of quizzes, KD tests, assignments in the form of projects . According to students, the teacher teaching in class usually reads greetings to class, if the first hour pray first then ask who is not present, then explain the material discussed and explain the material, then record the subject matter delivered or take notes first the material to be delivered then explained, gave homework, at the end students were asked about the material, carried out KD tests, sometimes they were notified first, sometimes they were not told beforehand.

Practical activities because they do not have a laboratory room, practicum activities only carry out practical activities according to affordable materials, for example with demonstrations in front of the class, practicums are carried out in the computer lab using digital media (students observe digital practicums in the computer room), carry out practical assignments carried out in the environment or home, for example, food preservation materials. For Pratikum Worksheets (LKP) there are no documents because they only reproduce what is practicum. Supporting factors for SMAIT Nurul Fikri Boarding School Bogor are the foundations and schools supporting the progress of the school and increasing the professionalism of educators such as encouraging them to participate in training organized by the ministry, participating in MGMP activities at the KKM and Regency levels, attending seminars, workshops organized by the MGMP. Meanwhile, for SMAIT Ummul Quro Bogor, private schools are located in areas where the public's interest in continuing to private schools/educational institutions is in the public's interest. The teaching staff is competent in the field of Indonesian language education and has met the minimum standard for educators, namely S1. Especially for Nurul Fikri, the Indonesian language teacher has been certified. School environments in mountainous areas, plantations, Islamic boarding schools, and rice fields can be used for learning. Then for the inhibiting factor is the variable input of students in terms of difficult academic abilities in students' learning motivation which is decreasing; The factors of the economic capacity of parents vary so that it is difficult to raise funds from the community to increase the needs that are not met by the school; Indonesian language teacher Ummul Quro Bogor has not been certified; Learning resources are incomplete and limited in number, completeness of teaching aids and practice materials, and does not even have a special Indonesian language laboratory; Opportunities for training are very limited; It is difficult to get government assistance in completing learning resources, educational facilities and infrastructure, including for the Indonesian Language Laboratory. Of the entire series of management processes, implementation (actuating) is the most important management function. In the planning and organizing functions, they are more concerned with abstract aspects of the management process, while the actuating function is more concerned with activities that are directly related to people in the organization.

(Terry 2006) mentions Actuating is setting all members of the group to want to achieve and to strike to achieve the objective willingly and keeping with the managerial planning and organizing efforts. Movement is to arouse and encourage all group members so that they will and try hard to achieve goals sincerely and in harmony with the planning and organizing efforts of the leadership. Actuating is nothing but an effort to make planning a reality, through various directions and motivations in order to carry out

activities optimally in accordance with their roles, duties and responsibilities. However, in the implementation of Indonesian language learning in the two SMAITs, there is something lacking, namely the absence of practical learning in the laboratory room because it does not have an Indonesian Language Laboratory room, only with alternatives and practicals that can be reached. This is one of the factors that can reduce the achievement of competence in learning objectives. Monitoring and evaluation aims to ensure that performance is achieved in accordance with the plans or goals that have been set. Principals, vice principals in the field of curriculum and subject teachers already know about the purpose of supervision, which is an effort to control, control the program whether it is in accordance with the plan in order to achieve the goals that have been set previously. The implementation of supervision is carried out by the principal through academic supervision activities (Supak). Academic supervision carried out to teachers is carried out to find out how the learning process is in accordance with the plans that have been set. Through examination of learning tools, class agendas, teacher daily agendas or teacher workbooks, for those used as learning management control tools.

The teacher supervises learning management starting from recording student attendance, carrying out structured evaluations, namely pre-test and post-test, conducting KD tests, conducting Mid-semester assessments (PTS), Final Semester Assessments (PAS) and carrying out Year-End Assessments (PAT), Exams End of School (UAS) for grade 12 students. Evaluation of the learning process indirectly asks students about the learning material whether they have understood the material presented or not. After carrying out supervision, whether carried out by the principal or by the teacher, a follow-up plan will appear from the results of his supervision, namely improvements to factors that are considered to be lacking and need to be improved in order to achieve learning objectives. The results of research on monitoring and evaluation or supervision according to Tery (2006) Controlling can be defined as the process of determining what is to be accomplished, that is standard what is being accommodated that is the performance takes place according to plans, that is conformity with the standard. Supervision can be formulated as a process of determining what must be achieved, namely what standards are being carried out, namely implementation, assessing implementation, and if necessary making improvements, so that implementation is in accordance with the plan that is in line with standards (measures). Furthermore, supervision according to Mulyasa 2017 Control or there is also a mention of evaluation and control, aims to ensure that performance is achieved in accordance with the plans or goals that have been set. In the last managerial process, it is necessary to compare the actual performance with the predetermined performance (standard performance). Teachers as learning managers must take steps or omit improvements if there are significant differences or gaps between the actual learning process in the classroom and what has been planned.

So based on these findings and theories, teachers as learning managers are expected to guide and direct curriculum development and learning effectively, as well as carry out program development and supervision in their implementation. In the process of program development, teachers should not limit themselves to learning in a narrow sense, but must link learning programs with the whole life of students, the needs of the business community, as well as the development of science, technology and the arts. Program development must also be carried out in an adaptive, flexible and situational manner, so that it can always be implemented effectively and efficiently. In any condition and situation. This is important, because the teacher is a learning manager, who is responsible for planning, implementing and assessing changes and improvements in learning programs. The school principal, vice principal and the foundation support all subject teachers to improve student learning outcomes, namely through increasing the professionalism of their teachers by encouraging teachers to take part in seminars, attend workshops, participate in MGMP activities at the KKM level and MGMP at the Regency level and follow educational and training activities if the opportunity arises. To motivate students to be enthusiastic about learning, the school includes students to take part in the competition. The improvement and development of teachers should be carried out as much as possible, because teachers are the spearhead in teaching and learning activities and must be equipped with competent knowledge and skills. Science and technology is currently developing very fast, therefore teachers actively participate in seminars, workshops, MGMP, education and training and even in schools as provisions in carrying out their duties. Especially in this day and age, the progress of science and technology

is getting faster. Based on research data on the management of Indonesian language learning in two SMAITs. It is better to implement management functions as an effort to achieve the goals that have been set previously. always progressing, both in the form of additions and subtractions in accordance with the theory of organizational development from time to time and adapted to the needs of the organization at that time. To achieve its goals, organizations need management support with various functions that are tailored to the needs of each organization.

Learning management in a broad sense contains the process of managing how to teach students with activities starting from planning, organizing, directing or controlling and assessing. While learning management in a narrow sense is defined as activities that need to be managed by the teacher during the process of interaction with students in the implementation of learning. To make schools effective, it is very necessary to have good management that has life values in management. G.R. Terry (2006) that: "Management is a district process of planning, organizing, actuating, controlling (POAC)" (Management is a real process starting from planning, organizing, mobilizing, and controlling. Mondy and Premaux (1995) explain Managements the process of getting things done through the effort's of the other people". This means that management is the process of obtaining an action through the efforts of others. To achieve a management process that supports positive behavior change, a life value system is needed, according to Achmad Sanusi (2015: 33) including theological, logical, physiological, ethical, aesthetic, teleological values. As a final theory this is described in the following. The theological foundation in learning management is emphasized on three main points of change, namely the belief that humans and the entire universe are creatures of Allah SWT. Attitudes that encourage the development of human life go towards and in accordance with religious principles. Efforts that allow the development and optimal use of the atmosphere and cultural tools (including science and technology) and society that are in accordance with and strengthen religious life to help develop and solve problems.

Wisdom is a firm and true word that can distinguish between the right and the false, as the basis of spiritually based education. The spiritual dimension of humans shows that humans are essentially religious creatures. The belief that humans are creatures of Allah SWT, implies the high degree and beauty of human beings and their role as caliphs on earth. In the implementation of Indonesian language learning management, it is hoped that it can improve student learning outcomes because the application of management concepts in learning is composed of lesson plans, methods including evaluation and how to overcome problems in implementing the management implementation. Management is a professional activity that has scientific foundations, both in terms of theory and practice. Knowledge is arranged logically and systematically using various methods, such as: observation, interviews, document analysis, test procedures, inventory or laboratory analysis as outlined in research reports, textbooks and other scientific writings. Management is a science that is "multireferential". How many other disciplines have contributed to the development of the theory of Natural Sciences, such as: biology, chemistry, physics, space science, earth science, psychology, education, statistics, evaluation science, philosophy, sociology, science anthropology, economics, management science and religion. After studying science, for example, relating to nature, students can understand natural phenomena so that they can enjoy and preserve their environment. Physiological is a set of basic needs that urgent fulfillment because it is directly related to human survival. These needs include the need for food, drink, water, oxygen, rest, shelter, temperature balance and sex. Because it is the most urgent need, the physiological needs will be fulfilled by the individual. If this need is not met or not satisfied, then the individual will not move to satisfy other higher needs.

Maslow's concept of physiological needs is at the same time an answer to the view of behaviorism which says that the only motivation for human behavior is physiological needs. Furthermore, if these needs have been met, then new higher needs emerge and so on. This is what Maslow meant that "basic human needs are arranged in a relative hierarchy" (Maslow, 1994: 43). In educational management, physiological conditions are generally very influential on student learning success. So that physiologically the teacher in carrying out learning plays a role in observing the physiological conditions of students. This means that students who are physically fresh will learn differently from students who are tired. Children who are malnourished, it turns out, their abilities are below those of children who are not malnourished. Children who

are malnourished are easily tired, sleepy easily, and do not accept lessons easily. The connection with Indonesian language lessons at the SMAIT level is energy source material. The source of human energy comes from food. Foods that must be met to meet nutritional intake are sources of food that contain carbohydrates, proteins, fats, minerals. By knowing the benefits and sources of energy, students are expected to be able to use their knowledge in everyday life. Learning management is a value-based work, a morally ethical service, and not a value-free service. An educator needs to fully understand human nature and its development as a value-conscious creature and its development in a normative-ethical direction. There is a possibility that a practitioner who is aware and has good intentions in following his professional code of ethics can still act unethically unconsciously and has committed a violation. As a general conclusion it can be said that ethical practices benefit users of educational services, while unethical practices are carried out for the benefit of practitioners. So a manager, in this case the teacher as a learning manager in the classroom, must understand the development of values, but an educator must not impose the values he adheres to on the students he serves, and must not set an example to be imitated by his students, but facilitate students to find meaning. the value of his life.

Ethics are the rules or norms imposed in an organization or association. Ethics is a necessity for the organization and its members. Members who are in the organization will be free to carry out their performance because they are protected by the applicable ethical framework. Ethics can be influenced by the culture in a particular environment, and can be influenced by the vision and mission of the organization. The code of ethics is a set of rules or rules, values that govern all behavior (actions and deeds as well as words) of a profession or organization for its members. Morals are all human behavior that includes good and bad attitudes, the measure of which is the prevailing tradition in a society. Morals are teachings that talk about good and bad, the measure of which is God's universal revelation, morality is the state of a person's soul that encourages him to do actions without first thinking about it. The Character of Ethics in Islam. Morals is a science that determines the boundary between good and bad, praiseworthy or disgraceful regarding human behavior which includes words, thoughts and actions of humans physically and mentally. Morals are substantially the nature of the heart, can be good or bad which is reflected in behavior. If the nature of his heart is good then what appears is good behavior too (akhlaq al-maheasy). Conversely, if the nature of his heart is bad then the behavior that appears is bad behavior. Norms mean measures, lines of influence, or rules, rules for judgment and judgment. values that belong together in a society and have been deeply embedded emotionally so that they become mutually agreed norms. Value means useful, capable, empowered, valid, and strong. Value is the quality of something that makes it likeable, desirable, useful and valued. Beauty is one type of value, such as moral values in education, because the quality of beauty will have a positive influence on human emotions and morals. Beauty can also be an abstract quality and as a particular thing. Simply put, beauty is something that gives pleasure. The value of a beauty or a theory of beauty and art. In this case, the value of beauty or aesthetic value comes from the element of human demonstration, while the value of truth comes from reason (logical). The value of goodness or moral value that comes from the element of will Paradigm or perspective that learning is something beautiful value to achieve the goal of life.

The idealists recognize the existence of eternal values that are absolute, both moral values (ethics) and cultural values (aesthetics). The goal of human life is to seek truth and eternal spiritual happiness, namely the world of ideas. Educational management, especially management/learning is directed at the development of adolescent children in order to master values, live in line with moral and aesthetic values. In relation to the management of Indonesian language learning, it is hoped that they will experience learning experiences and discover the phenomena of natural phenomena they are studying. Teleology is the view that reality as substance always tends to move or develop from potentiality to actuality (teleological). When connected to humans, humans are at all times a potentiality that is turning into actuality. In addition to the principle of teleology, there is also a supernatural principle that the ultimate goal is supernatural, in fact he is God himself. Humans cannot realize the teleological principle without faith and dogma. Everything in nature consists of matter and form or body and soul which is called substance, when related to humans, humans are potentialities which in their lives are not infrequently controlled by the nature of worldly existence, not infrequently also have reason, demonstration and will. all of this can be overcome. So with this atmosphere,

humans can move towards the goal (teleological) in this case to get closer to the supernatural (God) who is the creator of man and is the ultimate goal. Teleological theory measures the goodness or badness of a norm based on the goals to be achieved by the action and or based on the consequences caused by the action. An action taken can be based on personal desires in achieving goals or benefits that are felt by individuals, groups or the wider community if the action results in good then it can be done if it is not good, don't do it. Therefore, the nature of good behavior such as honest, fair, polite, generous and so on or vice versa is an indicator to determine whether someone behaves well or not. In addition to this form of testing, the consequences of each action are also an indicator to determine whether or not a person's actions are good or not. Thus, it can be said that the value decisions in naturalism are factual expressions so that they can be tested empirically. In relation to learning in the 2013 Curriculum, Indonesian language at the SMAIT level is taught in an integrated manner. The concept of integration in Indonesian language learning is shown in the Core Competencies (KI) and Basic Competencies (KD) of Indonesian language learning, namely in one KD already combining language concepts. Indonesian language learning is oriented towards, applicative abilities, development of thinking skills, learning abilities, curiosity, and the development of a caring and responsible attitude towards the social environment.

IV. CONCLUSION

The management of improving reading culture to improve student literacy in two SMAITs is carried out by the school, both principals and teachers through various approaches and applying learning management principles. However, it turns out that the results have not been effective, because the achievement of student learning outcomes has not been able to meet the minimum standard of completeness criteria (KKM) that has been set by each school. The learning planning in the two SMAITs is in accordance with the applicable regulations. However, in its preparation it has not determined the target for the completion of the planning, so it is difficult to determine the target for achievement; In the implementation of learning, learning resources in the two SMAITs are still very limited, making it difficult for students to carry out learning; The learning environment in the two SMAITs is very conducive because they do not face many distractions so that students can study seriously and with full concentration, although support from the community is still limited; The learning infrastructure in the two SMAITs is still lacking, especially the Indonesian Language Laboratory space is not adequate so that learning in the laboratory to develop literacy often cannot be carried out perfectly. This turned out to be an obstacle to the achievement of the quality of Indonesian language learning and literacy. The process of implementing Indonesian language learning in the two SMAITs uses more face-to-face meetings with the main activity being the teacher in delivering Indonesian language material. Practical literacy learning is rarely carried out because it does not yet have an adequate Indonesian Language Laboratory, this has an impact on students' abilities in learning Indonesian, prioritizing cognitive aspects rather than affective and psychomotor (literacy) aspects; Monitoring and evaluation in two SMAITs on Indonesian language learning is carried out by school principals through academic supervision activities and to administrative technical supervision. With this activity the principal knows the teacher's ability in implementing Indonesian language learning, especially literacy, although in practice it cannot be routine because the principal has many tasks; The school's efforts to improve student literacy outcomes in the two schools were carried out with various approaches. Both through increasing teacher competence and student learning activities. However, the results turned out to be not optimal, so that the results of learning Indonesian, especially literacy, did not meet the expected standards.

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