Students' Motivation in the Implementation of Madrasah Library to Enhance Literacy Culture in Fiqh Subject

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Sections Info	ABSTRACT
	Objective: This study aims to explore the role of the madrasah library in promoting literacy culture within the Fiqh subject. The primary objective was to identify the challenges faced by students in engaging with literacy and develop strategies to enhance their reading, writing, and discussion skills through library resources. **Method:** A qualitative descriptive approach was used, utilizing observation, interviews, and documentation as data collection methods. The data was analyzed thematically to identify key patterns related to literacy culture in Fiqh learning. **Results:** The findings indicate that students' low motivation to use the library significantly negatively impacted their literacy engagement. Several interventions were implemented to address this, including enhancing the library's physical environment, incorporating multimedia resources, offering incentives for active participation, and integrating literacy activities into Fiqh lessons. These interventions improved students' reading, writing, and discussion habits, encouraging critical thinking, creativity, and a deeper understanding of local wisdom. **Novelty:** This study introduces an innovative approach by embedding literacy culture within Islamic education through library-based initiatives targeted explicitly at Fiqh materials. Unlike previous research that viewed libraries as static information repositories, this study highlights their dynamic role in fostering literacy engagement. The findings contribute to the broader discourse on literacy development in religious education and emphasize the madrasah library as a key institution for sustaining a culture of enriched reading.

INTRODUCTION

The Indonesian government is working to enhance the quality of education through the School Literacy Movement, alongside revising the national curriculum in schools. According to the Minister of Education and Culture's Decree, the School Literacy Movement is implemented 15 minutes before lessons start each day. Despite these efforts, the development of children's interest in reading remains a significant concern. Research by Kartini and Hermansah (2021) and Sulfemi and Luthfianti (2019) highlights this issue. According to data from the Program for International Student Assessment (PISA) in 2022, Indonesia's global literacy rank is 69 out of 79 countries, which is relatively low compared to other countries globally. According to the data from the OECD (2022), in reading, around 27% of Indonesian students have a competency level of 1b, a level where students can only complete the simplest text comprehension tasks, such as retrieving information that is stated explicitly, for example from the title of a simple and general text or from a simple list. They show ability in several sub-skills or essential

elements of reading literacy, such as literal sentence comprehension. However, they cannot integrate and apply these skills to longer texts or make simple inferences.

Moreover, in mathematics, around 71% of students do not reach the minimum level of mathematics competency. This means that many Indonesian students still struggle to deal with situations that require problem-solving skills using mathematics. Usually, they cannot work on arithmetic calculation problems that do not use whole numbers or problems whose instructions are unclear and detailed. In the contemporary educational landscape, literacy is crucial for developing students' intellectual abilities, critical thinking skills, and overall academic achievements (Dotan, 2021; Din, 2020). Literacy culture refers to the collective practices, values, and norms that shape how societies engage with written and spoken language (Muhammad, 2024). A robust literacy culture, characterized by reading, writing, and discussion habits, is essential for fostering cognitive and social development in students (Susilawati et al., 2021; Lopez, 2021). However, despite its recognized importance, many educational institutions, including madrasahs, struggle to cultivate a strong reading culture among their students. One such example is Madrasah Aliyah Unggulan Syamsul 'Ulum in Gunungpuyuh, Kota Sukabumi, where student engagement with the library remains low despite having a well-equipped library with various facilities. Literacy activities such as reading, writing, and storytelling are rarely practiced within the institution, contributing to low levels of literacy engagement (Gabbay & Shoham, 2019; Mills, 2024).

The underutilization of the madrasah/school library highlights a broader issue concerning students' lack of motivation to engage in literacy practices. A well-curated school library motivates students to read by offering a variety of books that cater to different interests, including comics, fiction, and nonfiction, making reading enjoyable and accessible. Research has also consistently shown that lacking motivation to utilize library resources directly impacts students' literacy development and academic performance (Gabbay & Shoham, 2019; Sari, 2021). Libraries are not merely spaces for storing books; they serve as intellectual hubs that provide access to various knowledge and foster independent learning. Libraries are not just repositories of books but are also institutions that manage information resources using information technology. The School Literacy Movement aims to reestablish the library's primary function as the hub of student literacy information (Firmansyah, 2022). When students fail to actively engage with these resources, the library's potential as a catalyst for academic success diminishes significantly. Libraries have also evolved into vibrant community hubs, providing equitable access to knowledge, supporting scholarship, and serving as essential pillars of community and intellectual growth in the 21st century.

Several studies have highlighted the importance of libraries in fostering a literacy culture within educational settings. A substantial school library creates a reading culture by encouraging students and teachers to view reading as an integral part of life and learning, fostering lifelong reading habits. Libraries are places for reading, research, and environments where critical thinking and creativity can thrive (Ulu, 2019; Arifin, 2020). However, when students show little interest in using library resources, the library's role as a tool for academic achievement is undermined. A study conducted by Nur Hidayat found that the library is well-equipped and encourages students to explore books beyond the curriculum (Nurhidayat, 2024), and parents' participation in literacy activities, fostering a consistent literacy culture at home and school (Ulu, 2020). In many cases, the lack of active library use is linked to broader issues such as inadequate library facilities, outdated resources, or ineffective integration of library activities into the curriculum.

More importantly, it is also a reflection of students' general lack of motivation toward literacy practices, which in turn affects their academic performance (Khaeruddin & Arman, 2024; Arifin, 2020)

In light of these challenges, this study explores the role of the madrasah library in fostering a literacy culture within the Fiqh subject. The primary objective is to investigate students' difficulties engaging with literacy activities and develop strategies to enhance their reading, writing, and discussion skills through library-based interventions. By focusing on the Madrasah Aliyah Unggulan Syamsul 'Ulum, this research aims to identify the key factors contributing to low student engagement with the library and suggest practical solutions to address these issues. Furthermore, the study seeks to understand how integrating literacy activities into the Fiqh curriculum could enhance students' literacy levels and critical thinking abilities. The significance of this study lies in its potential to bridge the gap between theoretical knowledge and practical literacy application within Islamic education. While previous research has focused on libraries as passive spaces for information retrieval, this study emphasizes the active role libraries can play in promoting literacy engagement (DeVille & Sughrue, 2023). By integrating literacy activities such as reading, writing, and discussion into the learning process, the study aims to demonstrate how libraries can become dynamic centers of learning that foster a deeper understanding of the subject matter, particularly in the context of Fiqh.

This study contributes to the ongoing discourse on literacy development within religious education, setting itself apart from previous research that predominantly focuses on general educational contexts. While much of the existing literature emphasizes literacy in secular settings, this research highlights the pressing need to investigate how literacy practices can be effectively integrated into religious subjects, particularly in the context of Fiqh. By examining the madrasah library's role in fostering a culture of literacy, this study offers unique insights into how religious institutions can actively promote literacy as a fundamental aspect of their educational mission. It addresses critical questions that have not been thoroughly explored in prior studies: What are the primary challenges that hinder students from engaging in literacy activities in the madrasah library? How can the library environment be enhanced to motivate students to utilize its resources better? What strategies can be implemented to weave literacy activities into Fiqh lessons, and how might these activities enhance students' critical thinking and appreciation of local wisdom?

These inquiries form the backbone of the research, guiding the exploration of potential solutions to improve students' engagement with literacy. The anticipated findings are expected to yield practical implications for enhancing literacy practices in madrasahs, providing recommendations that could also be applicable in other Islamic educational settings. By concentrating on the specific context of the Fiqh subject, this study aspires to contribute to developing more effective and engaging literacy programs within religious schools. Motivated by the need to address the underutilization of madrasah libraries and the challenges students face in literacy activities, this research offers a fresh perspective on integrating literacy into religious education, particularly within the Fiqh curriculum. In doing so, it aims to support broader efforts to enhance students' literacy and critical thinking skills, ultimately fostering a more sustainable literacy culture in Islamic education.

RESEARCH METHOD

This study used a qualitative descriptive analysis method, which allowed for a direct and detailed exploration of the relationship between the researcher and the respondents. The qualitative descriptive method was chosen because it provides the necessary tools and flexibility to explore the complex relationship between the researcher and the respondents, capture rich contextual data, and understand the evolving patterns of values, behaviors, and perceptions related to library usage and literacy culture within the specific setting. Sugiyono (2017) states that qualitative research is descriptive and collects data in words rather than numbers. This type of research focuses on understanding and describing phenomena from the participants' perspectives. It provided flexibility in understanding the research environment's evolving values, behaviors, and perception patterns.

Table 1. Research instruments.

Aspects	Instrument	Acquired Indicators/Aspects
Students' engagement with literacy culture in the madrasah library	Observation	Reading habits, interaction with library resources, and participation in literacy activities
Role of teachers and library staff in promoting literacy	Interview (Structured & Unstructured)	Strategies for fostering reading habits, challenges in literacy promotion, and perceptions of library effectiveness
Students' perspectives on library utilization	Interview (Structured & Unstructured)	Motivation to use the library, barriers to engagement, and suggestions for improvement
Effectiveness of literacy programs in Fiqh education	Documentation	Library attendance records, reading lists, school policies, and student performance reports
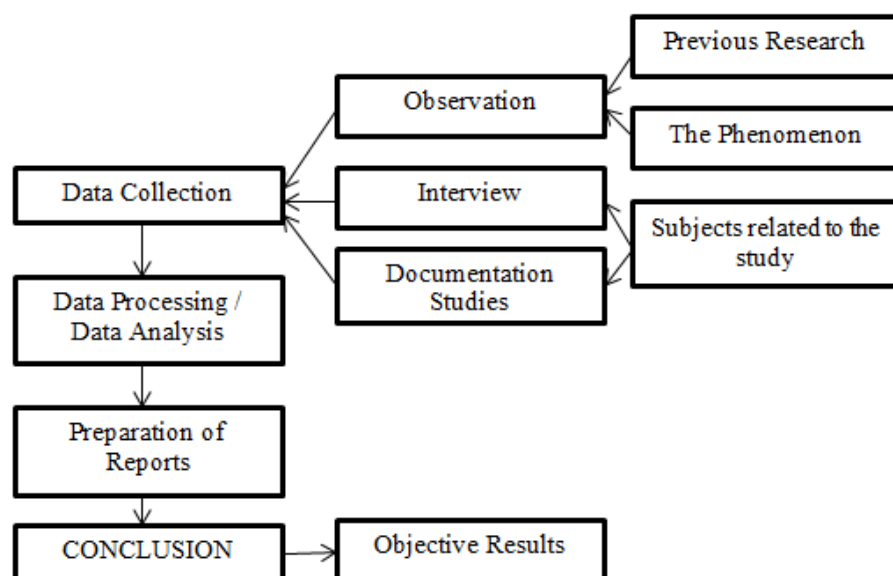
Figure 1. Flowchart for the qualitative descriptive method.

The descriptive nature of this method made it possible to capture rich, contextual data that reflected the real experiences of the participants. The primary data sources in this study consisted of the head librarian, library staff, and 105 eleventh-grade students from Madrasah Aliyah Unggulan Syamsul'Ulum in Sukabumi. These students were categorized into three departments: Science, Social Studies, and Religious Studies. Their inclusion was essential for ensuring diverse perspectives on library usage and literacy

culture within different subject areas. The research was conducted over **six** months at the school library from February to August 2023, where various literacy-related activities were observed and analyzed. Flowchart for the qualitative descriptive method in Figure 1.

Several techniques were used to collect data: observation, interviews, and documentation to explore students' literacy engagement in the Madrasah library. Observations captured students' reading habits and participation in literacy activities. Structured and unstructured interviews with students, teachers, and library staff provided insights into motivations, challenges, and literacy initiatives—documentation, including library records and academic materials, supplemented findings. Data analysis followed Miles and Huberman's (1994) interactive model: data reduction (filtering and categorizing key themes), data display (organizing findings through charts and thematic descriptions), and conclusion drawing (identifying trends and verifying insights). This approach ensured a comprehensive understanding of library utilization in enhancing literacy culture. The research instruments used for the data collection are presented in Table 1.

RESULT AND DISCUSSION
Results
The study sought to assess the role of Madrasah Aliyah Unggulan Syamsul 'Ulum's library in fostering a literacy culture among students, particularly in the context of Fiqh studies. The results highlighted several key outcomes driven by deliberate interventions to enhance student engagement with library resources and overall literacy development.

Improved Library Environment and Student Engagement
The library underwent significant improvements to create a more comfortable and conducive environment. Continuous upgrades were made to ensure cleanliness, comfort, and the provision of adequate infrastructure. The **"Surau Aspirasi"** Library introduced multimedia spaces and services, allowing students to access physical books and digital learning materials. This flexible combination of resources helped cultivate a diverse literacy culture, allowing students to engage with information in various formats. As a result, there was an increase in the number of students visiting the library as the environment became more appealing for study and exploration. Students showed greater interest in utilizing library resources to support their Fiqh studies, enhancing their ability to understand and critically apply information related to the subject matter.

Motivation Through Reward Systems
To further encourage student participation, the library implemented a reward system. This included certificates, trophies, material gifts such as stationery, and experiential rewards like visits to public libraries. Students who actively engaged with library resources were also given additional grades in their report cards, offering an academic incentive for literacy involvement. These rewards created a competitive yet supportive environment where students were recognized for their commitment to literacy. The student response was overwhelmingly positive; there was a noticeable increase in visits to the library and the frequency with which students borrowed books. The rewards provided recognition and helped foster a sense of achievement and pride in their academic growth.

Increased Access to Digital Resources and Broader Knowledge

Introducing wireless internet (Wi-Fi) in the library enhanced students' access to additional references, scientific journals, and other online materials that complemented their Fiqh studies. With this access, students could explore a broader range of resources beyond their textbooks, expanding their knowledge base and allowing for more comprehensive learning. This digital access proved vital in broadening students' perspectives, providing them with more in-depth and diverse resources, which deepened their understanding of Fiqh topics. Students could engage in independent research, fostering a culture of self-directed learning.

Alignment with Self-Determination Theory (SDT)

The library interventions were aligned with Deci and Ryan's (1985) Self-Determination Theory (SDT), which emphasizes three core psychological needs: autonomy, competence, and relatedness.

1. Autonomy: By offering students the freedom to select their reading materials, the library encouraged them to explore topics that interest them. This approach allowed for greater ownership of the learning process, as students could choose books that matched their interests or academic needs. This freedom of choice contributed to a deeper, more sustained engagement with reading.
2. Competence: The reward system helped build students' confidence by reinforcing their efforts positively. As students received recognition for actively engaging with the library, they began to feel more competent in their literacy skills (Mofana & Jacobs, 2019), increasing motivation and participation. The combination of academic rewards and public recognition helped reinforce students' sense of accomplishment and effectiveness in literacy practices.
3. Relatedness: Including group activities, such as collaborative discussions and literacy-related group projects, fostered a sense of community among students. These activities were designed to encourage peer interaction and shared learning experiences, fulfilling students' need for relatedness (Mofana & Jacobs, 2019). Students felt more connected to their peers and the learning environment, enhancing their motivation and engagement in library-based literacy activities.

Enhanced Literacy Habits and Academic Performance

As a result of these strategies, students at Madrasah Aliyah Unggulan Syamsul 'Ulum exhibited improved literacy habits. There was a noticeable increase in reading and writing activities in the library and classroom discussions. Integrating library-based literacy activities into the Fiqh curriculum gave students practical opportunities to apply their knowledge, deepening their understanding of the subject matter and fostering critical thinking. Students began participating more actively in classroom discussions, demonstrating an improved ability to analyze and critique Fiqh topics. Writing assignments also became more sophisticated as students applied their enhanced reading comprehension and research skills to produce higher-quality work. The library's role in fostering literacy was pivotal in supporting students' academic growth, particularly in Fiqh studies. Increased student engagement with physical and digital library resources resulted in more extraordinary academic achievement and a stronger literacy culture within the school.

The strategies implemented at Madrasah Aliyah Unggulan Syamsul 'Ulum's library led to a measurable improvement in students' literacy culture. The combination of a

comfortable and well-equipped library environment, a robust reward system, and increased access to digital resources helped to motivate students and enhance their engagement with literacy activities. By aligning these strategies with the principles of Self-Determination Theory, the library fostered autonomy, competence, and relatedness, leading to sustained improvements in students' reading, writing, and critical thinking skills (Din, 2020; Paige, 2024). These findings underscore the vital role of madrasah libraries in supporting academic success and fostering a culture of literacy in religious education.

Implementation of Fiqh Subject in Literacy Culture

Literacy, particularly reading and writing skills, is fundamental for acquiring knowledge and succeeding in any educational system. The ability to comprehend and analyze information directly impacts how well students can learn and apply new concepts across subjects. In the Islamic view, literacy forms the foundation for acquiring *ʿilm* (knowledge), which is highly valued, second only to *īmān* (faith). Literacy is a critical component of the learning process, enabling individuals to access knowledge and distinguish between right and wrong (Amin, 2022). Education in Islam aims to facilitate literacy development so that individuals can acquire knowledge and insight. In Surah Al-'Alaq (96:1-5), the first revelation received by Prophet Muhammad (PBUH), Allah commands to "*Read!*" – emphasizing the importance of reading, writing, and acquiring knowledge. In this context, literacy is not only for personal benefit but also for the advancement of society at large. The madrasah implemented several effective strategies to integrate literacy culture into Fiqh learning further.

- **Mandatory Reading Time in Class**
  To integrate literacy culture into Fiqh learning, Madrasah Aliyah Unggulan Syamsul'Ulum implemented a series of structured and engaging literacy-based strategies. These strategies aimed to enhance students' understanding of Fiqh concepts while developing critical reading, comprehension, and communication skills. The madrasah ensured that literacy was not just a supplementary activity but an integral part of Fiqh education, fostering a deeper connection between religious studies and literacy habits. One of the most effective literacy strategies was implementing **a daily 15-**minute mandatory reading session before Fiqh lessons began. During this time, students read selected Fiqh books, classical Islamic texts, or contemporary discussions on Islamic jurisprudence. This routine helped build a daily reading habit, ensuring students engaged with Fiqh literature consistently. Additionally, structured reading sessions enhanced students' comprehension of Islamic rulings, legal reasoning, and ethical applications. By reading daily, students gradually became familiar with legal terminologies, improved their analytical thinking, and became more confident in discussing Fiqh matters.

- **Readathon (Speed Reading)**
  The primary point of literacy is that it forms the foundation for all other forms of learning. Literacy allows individuals to access, understand, and engage with written information, which is crucial for academic and personal growth. Whether in educational, professional, or social settings, literacy enables the exchange of ideas and the ability to act on information (Kultsum, 2024). The madrasah introduced the Readathon program, a speed-reading activity designed to improve students' focus, reading efficiency, and absorption of information. During Readathon sessions,

students were required to read Fiqh texts within a set time limit without any distractions. This method trained them to process information quickly, which was particularly beneficial for understanding complex Fiqh discussions and analyzing different opinions of scholars. Beyond enhancing reading speed and comprehension, Readathon also cultivated a spirit of healthy competition, motivating students to engage more deeply with Islamic literature. By participating in this activity regularly, students sharpened their ability to extract key arguments and summarize essential points from their readings, skills crucial for higher-level Islamic studies.

- **Fiqh Learning in the Library**
Teachers frequently conducted Fiqh lessons in the library to create a more interactive and engaging Fiqh learning experience. This approach allowed students to explore Islamic books and reference materials beyond their textbooks. In the library setting, students could Compare different interpretations of Fiqh rulings by reading works from various scholars. Engage in group discussions where they could critically analyze legal issues. Develop independent research skills by searching for additional references on specific topics. By integrating library-based learning, the madrasah reinforced the importance of reading and research in understanding Fiqh, making students more active learners rather than passive recipients of knowledge.

- **Storytelling as a Literacy Strategy**
Another innovative approach was the storytelling method, where students were required to read a Fiqh-related text and retell its content in their own words. This method aligned with the Narrative Pedagogy theory by Diekelmann & Diekelmann (2009), which states that listening to and retelling information improves memory retention and conceptual understanding. Through storytelling, students Deepened their understanding of Fiqh concepts by translating complex ideas into more straightforward narratives. Improved their speaking and presentation skills, making them more confident in discussing religious matters. Developed critical thinking by analyzing how different rulings could be applied in real-life situations.

- **Reading Corner**
At Madrasah Aliyah Unggulan Syamsul'Ulum, every classroom was equipped with a reading corner, allowing students to engage in reading during their free time. This initiative aimed to promote a literacy-friendly environment where students could develop a habit of reading both for academic and personal growth. By providing easy access to books, the madrasah encouraged students to view reading as an enjoyable and meaningful activity rather than just an academic requirement. Students were required to create a summary after finishing a book to further enhance their reading comprehension and writing skills. This exercise helped them develop the ability to identify key points, organize information effectively, and improve their critical thinking skills. Writing summaries also encouraged students to express their thoughts clearly and coherently, refining their written communication abilities. Moreover, this practice supported active learning, as students were not merely passive readers but were required to engage with the content on a deeper level. Summarizing books helped them improve memory retention, analytical skills, and the ability to articulate ideas effectively. Additionally, this literacy initiative aligned with educational theories such as Bloom's Taxonomy, which emphasizes moving beyond basic recall to deeper

cognitive engagement, including analysis and evaluation. By incorporating reading and writing activities in daily classroom routines, the madrasah created a comprehensive literacy culture, fostering students' intellectual growth, enhancing their academic performance, and preparing them for future challenges in higher education and beyond.

- **Book Summaries**
  Students were also trained to write summaries of the books they read in the library. This program was conducted once a month, on the first Thursday of each month. By summarizing books, students learned to extract important information and rewrite it in their own words, ultimately improving their critical thinking skills. With programs such as book summarization and storytelling, students could express their ideas and understanding of the material they read. This approach aligned with Experiential Learning Theory by Kolb (1984), which emphasized that learning based on direct experience—such as reading and retelling book content—was more effective than purely theoretical learning.

Discussion

The findings of this study underscore the vital role that the madrasah library plays in fostering a literacy culture, particularly within the context of Fiqh learning. The results demonstrate how strategic interventions, such as improving the physical and digital library environment and providing rewards for engagement, can significantly enhance student literacy. These findings contribute to the broader understanding of how libraries can serve as active agents of educational improvement rather than just passive spaces for resource access. It aligns with McNicol's statement that libraries are no longer merely places to store books; they are active learning environments that help foster literacy development by providing physical and digital resources. By offering diverse materials and access to technology, libraries encourage independent learning and the critical application of knowledge (Merga, 2022).

Libraries, particularly when integrated with modern technology, catalyze academic success by enhancing students' research abilities and supporting literacy development. Using multimedia resources, internet access, and targeted programs like reward systems can significantly improve students' engagement and academic performance. Libraries are crucial in promoting information literacy and providing guidance on accessing, evaluating, and effectively utilizing information. They act as educators, facilitators, and community partners, collaborating with educational institutions and organizations to bridge the digital divide and ensure inclusivity. Libraries' efforts are a cornerstone in shaping an informed society capable of adapting to evolving technologies and information paradigms (Kolhe, 2022). Furthermore, information literacy is essential for conducting research, writing academic papers, and completing assignments. It aids in understanding and critically analyzing academic literature, leading to more informed arguments and discussions. In the workplace, it helps stay current with industry trends, make well-informed decisions, and improve problem-solving skills. It supports effective communication and collaboration within teams and organizations (Kolhe, 2022).

The Importance of a Conducive Library Environment
One of the most impactful strategies was enhancing the library's physical space. By creating a clean, comfortable, and well-equipped environment, the Surau Aspirasi Library attracted more students. This finding aligns with the broader literature,

emphasizing that the library environment is critical in encouraging students to engage with reading and research. A library's physical space, when designed to be inviting and accessible, significantly influences students' engagement with learning resources, fostering positive literacy habits. A positive physical environment, as demonstrated in this study, not only attracts students to the library but also encourages them to spend more time engaging with resources, thus promoting better literacy habits. A well-maintained library space can significantly increase library visits and the overall use of resources, leading to improved literacy outcomes.

The availability of multimedia resources further enhanced the library's ability to foster a literacy culture. Students were not limited to traditional books but had access to a broader array of digital resources, which is crucial in the 21st century, where digital literacy is as important as traditional literacy (Theimer, 2019). This integration of digital and physical resources allowed students to engage with the material in multiple formats, catering to different learning styles and broadening their exposure to various perspectives (Ember, 2022). According to McNicol (2016), libraries incorporating physical and digital learning resources are vital in developing students' literacy in today's fast-evolving technological landscape. The digital shift encourages self-directed learning and critical thinking (Merga, 2022), as students can access various viewpoints and information essential for their academic growth. Furthermore, digital resources have been shown to support interactive learning, allowing students to explore topics at their own pace—the role of digital libraries in promoting information-seeking behaviors and critical thinking skills.

Additionally, Stephens highlights that libraries that offer multimedia resources support reading, research, collaboration, and discussion (Merga, 2022; Stephen, 2024). By integrating collaborative tools such as discussion forums and multimedia content, libraries become hubs for intellectual exchange, further enhancing students' engagement and literacy. This perspective is echoed by Lankshear and Knobel (2006), who argue that integrating collaborative technologies in libraries helps foster a community of learners, facilitating deeper engagement and knowledge-sharing among students. Such environments encourage collaborative literacy practices that go beyond solitary reading and research, allowing students to actively participate in knowledge creation and critical discourse. There are several importance of school libraries according to Loh et al., (2017):

- Encouraging Reading Habits: A well-curated school library motivates students to read by offering a variety of books that cater to different interests, including comics, fiction, and nonfiction, making reading enjoyable and accessible.
- Creating a Supportive Environment: The library provides a quiet, comfortable, and conducive space for students to read, study, and explore new ideas, which encourages them to spend time engaging with books.
- Promoting Independent Learning: The school library supports independent reading and learning by offering access to diverse resources and materials, helping students develop critical thinking and problem-solving skills.
- Enhancing Academic Achievement: The school library fosters an environment that supports academic learning by providing materials that complement the curriculum, thus contributing to improved reading comprehension, vocabulary, and overall academic performance.
- Building a Reading Culture: A substantial school library creates a reading culture by encouraging students and teachers to view reading as an integral part of life and learning, fostering lifelong reading habits.

Motivational Strategies and the Impact

The reward system implemented at the Aspirasi Library proved to be highly effective in motivating students to engage with library resources (DeVille & Sughrue, 2023). The tangible rewards, such as certificates, trophies, and material gifts, provided students with external incentives. In contrast, the experiential rewards, like visits to public libraries, offered valuable exposure to broader reading environments. The additional grades in report cards served as an academic motivator, directly linking library engagement to academic achievement. This aligns with research by Deci and Ryan (1985), who suggest that external rewards can enhance intrinsic motivation, mainly when the rewards support autonomy and competence. By recognizing and rewarding students' efforts, the library reinforced the value of learning and literacy, encouraging more consistent engagement. Moreover, Kohn (1993) critiques the overuse of extrinsic rewards, advocating for a balance between external and intrinsic motivation. However, combining both rewards in the library fosters a supportive learning environment where students feel valued and recognized. As a result, the reward system enhanced library usage and contributed to students' academic progress, highlighting the critical link between engagement with library resources and educational success.

Furthermore, when students are offered rewards that align with their interests, such as opportunities to visit public libraries or engage with books they enjoy, they are more likely to internalize the value of learning. In this sense, the reward system at the Aspirasi Library successfully nurtured both extrinsic and intrinsic motivations, fostering a more profound commitment to literacy development. Research by Hidayat and Anggraeni (2020) on library engagement in Indonesian schools highlights that linking academic rewards, such as additional grades, with extracurricular learning activities strengthens students' motivation to perform academically. These findings support using academic rewards to promote a direct connection between literacy activities and academic success. According to Sari (2019), using reward systems in educational settings can foster positive learning behaviors, providing students with clear, measurable incentives to engage with learning resources. In this case, the rewards motivated students to visit the library more frequently. They increased their involvement in literacy activities, which aligns with Sari's findings on the positive impact of recognition in education.

Intrinsic motivation, encouraged by the right kind of external rewards, can enhance students' interest in reading and learning. By offering rewards that recognize academic and non-academic achievements, such as certificates for consistent library use and exposure to different learning environments, the Aspirasi Library's reward system fosters intrinsic and extrinsic motivation. This aligns with Yuliana's argument that well-designed reward systems can nurture a love for learning while also providing students with the necessary external incentives to keep engaging with educational resources (Mofana & Jacobs, 2019). These rewards successfully fostered a competitive spirit among students while maintaining a favorable reinforcement structure. This aligns with research on motivation, which highlights the importance of rewards in increasing student engagement (Mofana & Jacobs, 2019). The tangible recognition of students' efforts helped create a culture of achievement, encouraging students to view library engagement as a mandatory activity and an opportunity for personal growth and academic improvement.

The Role of Digital Resources in Literacy Development
Introducing Wi-Fi access and providing online resources was a critical element in broadening students' learning opportunities. Media use effectively enhances information literacy among students, providing a valuable reference for educators and parents aiming to improve early-grade literacy (Ember, 2022). In the context of Islamic studies, where students may be seeking various interpretations, references, and supplementary materials, having easy access to digital resources enables them to approach their studies with more depth. The ability to access journals, e-books, and online lectures enhances the depth of learning, as students can explore topics outside the traditional curriculum. This aligns with global shifts toward integrating technology into education, as studies show that digital resources enhance learning outcomes and student engagement (Mashiyane, 2020; Ramgadwala, 2024). In this case, the digital infrastructure provided students with the tools needed to explore complex subjects like Fiqh in a more dynamic way. It also promoted self-directed learning, where students could independently seek knowledge relevant to their interests and academic needs, thus supporting lifelong learning practices.

Theoretical Alignment with Self-Determination Theory (SDT)
The findings also align with Deci and Ryan's (1985) Self-Determination Theory (SDT), which emphasizes three psychological needs that influence motivation: autonomy, competence, and relatedness. By allowing students to select their own reading materials, the library supported autonomy, giving students the power to choose topics of interest. This approach fosters a greater intrinsic motivation to engage in literacy activities, as students are likelier to enjoy reading when they control what they read. The use of varied reading materials catering to different learning styles also contributed to this sense of autonomy. The competence aspect of SDT was addressed by offering rewards and recognition for students' efforts in library activities. Positive reinforcement, such as certificates and trophies, boosted students' self-esteem and encouraged them to continue engaging with literacy practices. Moreover, the use of digital resources, which required students to navigate and interact with new learning tools (Kane & Mahoney, 2020), further supported the development of competence in utilizing information technology for academic purposes. Group activities facilitated the relatedness component of SDT, and the collaborative learning environment fostered through library engagement (Rahma et al., 2022). Literacy activities, including group discussions and collaborative writing exercises, created opportunities for students to connect, share ideas, and build community within the madrasah. This not only supported literacy development but also promoted social learning, which is a key element in religious education settings (Fadillah et al., 2021; Adetayo et al., 2024)

The findings of this study also highlight the significant role that structured reading initiatives play in enhancing students' literacy skills within the context of Fiqh studies. The mandatory reading time implemented at Madrasah Aliyah Unggulan Syamsul'Ulum was particularly impactful. By dedicating a specific time each day for students to engage with Fiqh literature, students not only built a consistent reading habit but also deepened their understanding of Islamic jurisprudence. This aligns with previous research that emphasizes the importance of regular reading in improving comprehension and critical thinking skills (Sari, 2019; Rahma et al., 2022). The routine nature of the mandatory reading time allowed students to engage with legal texts consistently, enabling them to familiarize themselves with complex Fiqh terminology and concepts.

The Readathon program, introduced as a speed-reading activity, proved to be another highly effective strategy. This program fostered improved reading efficiency and comprehension by encouraging students to read Fiqh texts within a set time limit. Beyond enhancing their reading speed, the activity encouraged students to focus on essential arguments and critical points, skills essential for engaging with Islamic legal texts. This method also stimulated healthy competition among students, motivating them to enhance their ability to extract key arguments from the texts they read. As highlighted by Hidayat and Anggraeni (2020), speed reading improves efficiency and helps students focus on essential content, which is crucial for their academic success.

In addition to reading strategies, the integration of library-based learning further supported the development of a literacy culture. Conducting Fiqh lessons in the library allowed students to access a wide range of Islamic literature and compare different interpretations of Fiqh rulings. This method also facilitated collaborative learning, where students could engage in group discussions, critically analyze legal issues, and share diverse perspectives. The importance of using library resources for collaborative learning, noting that libraries serve as ideal spaces for intellectual exchange and the development of critical thinking skills. Using the library as a dynamic learning environment, students could expand their research skills and explore multiple viewpoints on complex Islamic legal matters. The overall approach of integrating reading, speed-reading, and library-based learning created a rich literacy environment that contributed to students' academic and cognitive growth. The strategies employed by the madrasah effectively connected literacy with Fiqh studies, ensuring that students developed both their reading and analytical skills in a comprehensive manner. Libraries that offer a blend of physical and digital resources and structured learning activities are essential for fostering a literacy culture. By adopting these strategies, the madrasah not only improved students' literacy engagement but also helped them develop the skills necessary for independent and critical engagement with Fiqh texts, thus reinforcing the role of literacy in religious education.

The findings of this study provide valuable insights into the role of the madrasah library in fostering literacy culture. Unlike previous studies focusing on libraries as passive information repositories, this research highlights their active role in engaging students through improved facilities, digital resources, and motivational strategies. The study contributes to the broader discourse on literacy development within religious education by demonstrating how libraries can enhance students' cognitive skills, academic performance, and critical thinking, particularly in subjects like Fiqh. The novelty of this research lies in its innovative approach to integrating literacy activities into Islamic education through library interventions. The active engagement of students with library resources fosters a deeper understanding of the Fiqh subject and contributes to the development of a lifelong reading culture that transcends the classroom. This research opens the door for further exploration into the active role of libraries in enhancing educational outcomes in madrasahs and religious institutions more broadly.

CONCLUSION

Fundamental Finding: The literacy culture at Madrasah Aliyah Unggulan Syamsul'Ulum has proven to be a vital factor in fostering an enriched academic environment. The implementation of structured literacy programs, such as a well-equipped library, mandatory reading activities, storytelling methods, and the integration of digital literacy, has significantly impacted the students. These initiatives have

enhanced students' interest in reading and played a crucial role in deepening their understanding of Fiqh. Moreover, these programs have contributed to developing the students' critical thinking and writing skills. Combining traditional and digital learning tools has allowed for a more engaging and comprehensive approach to education, ultimately improving overall academic engagement. As a result, the literacy culture within the madrasah has become a cornerstone for students' intellectual growth and their ability to engage deeply with their studies. **Implication:** The study suggests that when combined with digital resources and incentive-based programs, structured literacy initiatives can effectively enhance students' academic performance and engagement. Integrating multimedia tools and internet access further strengthens the learning experience, providing students with diverse and reliable educational materials. Additionally, these findings highlight the importance of teacher preparedness and institutional support in sustaining a literacy-rich learning environment. Other educational institutions may adopt similar strategies to promote literacy development and academic growth. **Limitation:** Despite its positive outcomes, the study identifies several challenges, including limited digital literacy resources, inconsistent teacher training, and a lack of parental and community involvement. Furthermore, the research does not account for long-term academic improvements or socioeconomic factors influencing students' engagement with literacy programs. Addressing these limitations would provide a more comprehensive understanding of the sustainability and impact of literacy initiatives. **Future Research:** Future studies should examine the long-term effects of integrating digital literacy into literacy programs, exploring how it influences student performance over time. Additionally, research should explore the role of parental and community engagement in sustaining literacy initiatives, assessing how their involvement can amplify institutional efforts. Comparative studies across different educational institutions would provide valuable insights into best practices, challenges, and strategies for effective literacy promotion.

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