



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

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DOI: <https://doi.org/10.46245/ijorer.v6i2.793>

### Sections Info

#### Article history:

Submitted: February 10, 2025

Final Revised: March 15, 2025

Accepted: March 16, 2025

Published: March 30, 2025

#### Keywords:

Fiqh Subject;

Literacy Culture;

Madrasah Library;

Motivation;

Secondary Education.



### 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

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