

Improving Reading Literacy Strategy through Seven Programs of Reading Interest containing Da'wah Message

Abrori

IAIN Salatiga

abrori49@yahoo.co.id

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Abstract

The purpose of this study was (1) to describe the factors that cause low interest of students' reading; (2) to describe the strategy to increase reading literacy through seven reading interest programs with preaching/ da'wah content at MTs Al Asror. The research method used was descriptive qualitative with literature literacy study. The results of the study showed that students are familiar with the 60 minute reading activity every morning. Selected reading material containing da'wah can shape the students' characters that are polite, honest, obedient, and respectful and appreciative. In addition, the seven steps of the program which was done to improve students' reading literacy are: (1) Library Management; (2) Seminars and Workshops; (3) 60 Minute Reading Movement every morning; (4) School Literacy Competition; (5) Book Review; (6) Literacy Award; and (7) The Book Exhibition. Those steps were proven to inspire, motivate, and attract students to read books.

Keywords: *Reading Literacy, Reading Interest Program, Da'wah Content*

Introduction

Development of science and technology rapidly and the globalization force direct countries to employ human's thinking and potency to prepare himself facing the competition among other countries that needs to improve continuous and systematic competitive attitude through education. Thus, education nowadays should be directed to develop

human resource to compete with other countries. This expectation can be reached when the school education is not only aimed to create students comprehend the cognitive aspect but also improve their thinking skill. Thinking skill can be achieved through reading (Harsiati, 2012). Reading is an activity to acquire knowledge which is beneficial to improve students' skill. Without any knowledge, students will not acquire new skill maximally. Learning process in the school nowadays has motivated students to be active during the learning process. Some indicator of students' activeness during learning process is that students are able to participate, communicate, cooperate, comprehend, give reasons, and gather information and knowledge (Hamalik, 2005). The indicator of students' activeness in the class can be reached when students have good reading skill to get proper learning information during learning process. Reading skill is one of factors which consistently influences students' science skill. (Hadi & Mulyatiningsih, 2009). Science is always needed in any aspect. Reading literacy is defined as someone's competence level to use written information according to the situation faced in everyday life (PISA, 2012). This skill deals with the skill to comprehend, apply, and make a reflection toward text read according to the reading intention that is to add and improve someone's potency, and give benefit among society (OECD, 2012). The definition of reading literacy defined by PISA tends to purpose the reading literacy to improve knowledge and skill needed in applying reading comprehension for the next learning level.

Rahim (2005:28) told that “reading interest is an interest which was foolewed with someone’ attempts to read”. Someone with high intention to read will be realized with his willingness to seek his reading source and to read the whole book consciously or to be motivated by other side. In contrary with Rahim, Wahadaniah in (Ratnasari, 2011:16) “reading interest is a high and deep intention followed with joyful feeling toward reading activity that cause someone willing to read or motivated by someone”. Reading interest is also someone’s joyful feeling toward reading activity because he though that by reading he would get any advantages. Someone with high interest in reading would not see what book it is or whether this book is his major or not. He will read any books that he though that this book is interesting to read. In the other hand, there are some people who will read certain genre or kind of book that they love.

In fact, reading interest in Indonesia is still low. It was proven with the survey result which was conducted on 2000. The survey showed that the students’ reading interest in Indonesia are still lower that the students’ interest from other countries. From the 42 countries which were surveyed, Indonesia was on number 39 with the everage number 371 little higher than Albania (349) and Peru (327. From the survey conducted, Indonesian’s reading interest can be concluded that it is very low because it is in sixth rank from behind which is in the same level with some small countries like Albania and Peru. According to the literacy research which was conducted on 2006, Indonesia was on number 48 of 56 countries

which was surveyed. From the survey conducted on 6 years after the first survey, Indonesia got higher and had improvement on reading interest. The average number of reading interest was 393. It increased to 22 points from the survey conducted 6 years before. (Bahrul Hayat and Suhendra Yusuf, 2010: 11). In addition, quoted from Nafisah, according to statistics data from UNESCO on 2012, the Indonesian reading interest index is on 0,001. This index means that there is only one person who has reading interest from 1000 people in Indonesia (Nafisah, 2014:69). From the surveys which were showed above it is known that the reading interest in Indonesia is extremely low.

The low level of reading interest among Indonesian people especially students has made Indonesian government arranged a program through its Ministry of Education and Culture that is Literacy Movement Program (for Reading and Writing) and one of the programs is that School Literacy Program. The school literacy movement is pioneered by West Java Leader's Reading Challenge (WJLRC) which is a school literacy movement from West Java. This program was started from 2012 that is aimed to improve students' reading and writing habit in West Java. The aim of the School Literacy Movement are: 1) To improve reading and writing literacy culture at school, 2) To improve society and school capacity toward their literacy culture awareness, 3) To create school as the enjoyable learning park and child friendly; and 4) To provide various books and accommodate various reading strategy to support learning sustainability (Suragangga, 2017:42).

The implementation of School Literacy movement which was founded based on the survey result of the low level of reading interest in indonesia is expected to improve the reading interest and improve education quality in Indonesia to develop human resource quality in this country. Thus, every school is expected to support this program by implementing and promoting this program to all school cavities especially to the students. This program can be implemented when it goes hand in hand with the improvement of human resource quality. One of attempts to support literacy movement program through improving human resource is by conducting a research which the researcher conducted, entitled Strategy to Improve Reading Literacy through Seven Programs of Reading Interest Containing Dakwah Message to the Seventh Grade Students of MTs Al Asror. The problem statement of this research were: (1) What are the factors that cause the low reading interest among students?; dan (2) How is the description of improving reading interest strategy through seven programs of reading interest containing dakwak message to the seventh grade students of MTs Al Asror?

Methodology

This research used qualitative approach and used descriptive form to get the description of the implementation of strategy to improve reading literacy program through seven programs reading interest containing da'wah mesaage toward the seventh grade students of MTs Al Asror. The data sources are divided into two forms; primer and seconder source. The primer source are: 1) information which was achieved from the interview

result with the head master, school supervisor, teacher and staff, and students; and 2) the result of observation dealing with the physical, documentation, and the condition of the implementation of reading literacy program at school while seconder source is the source which was used to support the primary source such as research result, journal, book, and so on. The instrument which was used to collect the data were interview, field observation, and documentation.

Discussion

Literacy Skill in Indonesia

The improvement of education budget done by Indonesian government has succeeded to improve the number of school participants at the age of 13-15 years old from 81,01% on 2003 to 94,7% on 2016. In the other hand, according to the assessment result conducted by PISA, the improvement education budget has not succeeded yet to improve students competence especially students' literacy competence in Indonesia.

On 2014-2015, Indonesia was voluntarily took part on PIAAC program which was held by OECD. The assessment of PIAAC includes literacy, numeric and problem solving skill. Sourced from a report entitled "Skills Matter" relished OECD on 2016, based on PIAAC assessment, it resulted that the literacy level of adult people in Indonesia was in the lowest level of 40 countries that took part on this program.

According to PIAAC test, it showed that there were only 1% adult people in Jakarta who have adequate level of literacy competence (Level 4

and 5). According to PIAAC assessment, Level of literacy 4 and 5 means that adult people are able to integrate, interpret, and synthesize the information from long text which contains contrary and conditional information. There were only 5.4% of adult people in Jakarta who were in the level 3 which means that they were able to find information from long text.

On 2016, Central Connecticut State University relished a report entitled "*The World Most Literate Nation Study*". This study did not only use PISA assessment result but also add other information from the size and library availability and information access. From 61 countries which were observed, Indonesia was in number 60 higher than Botswana and Indonesia was lower than Singapore, Malaysia, and Thailand for the South East Asia Country.

Why is Indonesian Literacy low?

Low education quality will effect on the quality of output at the primary, secondary, and higher education. It is the main factor of the low of literacy level in Indonesia.

Output quality of education level is also caused by the low quality of teacher's competence. Based on the result of teacher competence assessment conducted on 2015, the average score of this assessment was 53.02% and 44% for novice teachers and it is far from the ideal average score expected.

The other factor of the low output in education level is the nutrition. Nutrition for children in Indonesia takes part in affecting the

low level of literacy in Indonesia. The mal nutrition and stunting less than five years children prevalence on 2010 reach 17.9% and 35.6%. on 2013 the mal nutrition reached up to 17.8% and the stunting prevalence raised into 36.8%. This fact includes Indonesia into 36 countries which contribute to 90% nutrition problem in the world. This number is too high because stunting problem is very influential for children development especially their intelligent. Children under seven years old need good nutrition and stimulation because this age is the golden age for every child.

Education infrastructure factor such as electricity, computer lab, internet access, and library also contributes to the low level of literacy in Indonesia. Education infrastructure in Indonesia is far from the education infrastructure available in other South East Asia Countries. For the electricity and computer lab, Indonesia is far from Singapore, Malaysia, Thailand, and Philippine. The internet access installed in Indonesia is far from Singapore, Malaysia, and Thailand. Indonesia is under Singapore, Malaysia, Thailand, Philippine, and Vietnam for the information and communication technology.

The last factor of the low level of literacy in Indonesia is based on the result of National Economic and Social survey conducted by Central Bureau of Statistics up to 2015 showed that there were 13.1% of Indonesian society who read newspaper and there were 91.5% of Indonesian society who watch TV.

The low level of reading interest is also caused by the deletion of the primary source in the school gradually after the independence era. In

the colonialism era, students who were in the senior high school or called as AMS (school specialized for indigenous people in the colonialism era) were obligated to read 25 primary books and 15 primary books for HBS students (school for western children and indigenous noblemen).

Factors that Cause the Low of Students Reading Interest

Based on the result of test conducted by PISA (*The Programme for International Student Assessment*) relished by Organisation for Economic Co-operation and Development (OECD) on 2016, reading, numerical, and science skill of Indonesian children is lower than Singapore, Vietnam, Malaysia, and Thailand.

Then, 70% of adult people in Indonesia were only able to comprehend the short text and got difficulty in comprehending complex and long text. 86% of adult people in Jakarta were only able to finish single operation arithmetic problem and got problem when they were asked to solve arithmetic problem with multiple operation. The result above was yielded from a test which was conducted to the 16 years old people and up who voluntarily joined this test which was held by PIAAC (the Programme for the International Assessment of Adult Competencies).

The low of literacy competence is a basic problem which has systemic effect to the development of the country. The low of literacy competence also contributes to the low of nation productivity and will effect also to the economic development and nation welfare which is shown from its income.

The low of literacy also affect to the improvement poverty, jobless, and discrepancy. To solve the problem unexpected, it needs attempts especially for Indonesian government to improve literacy competence in Indonesia.

Based on the result of interview and field observation conducted by researcher it can be concluded that there are some factors that cause the low of reading interest among students; (1) the rapid improvement of entertainment media which attract students such as television, hand-phone, play-station that contain online and offline movie that become the worst rival for attracting students to improve their reading interest; (2) family environment, less of awareness and stimulation from family to support and create habit to spend their leisure time to read also gives an impact to the reading interest when they were young; (3) Interaction, the students' interaction among society is unimpeded that avoid students far from loving book; (4) the failure of library program; school library has been failed to create reading atmosphere to the students nationally. Students are rare coming to their school library because: (a) the numbers of book collections are not enough to fulfill the demand of reading need as the basic process of education; (b) the lack of book collection is not anticipated with a program to supply new books periodically; (c) the tools, facilities, and the library staff are not appropriate with the need; (d) some of library staff is not staff specialized in library and are rarely getting any workshop or training about managing library; (e) school does not provide and plan special budget for developing its school library. The above causes

and the lack of interesting program provided make school library less meaningful; (5) Social-Politic problem; government is less aware of literacy problem that influence in the political will toward literacy improvement in Indonesia.

The research result above is also supported with Harris statement (in Rahman, 1985: 6-8) that presented the principles which influences reading interest: (1) Someone or student is able to find his basic need from reading material when the material fits with the topic, content, main problem, level of difficulty, and how to present that someone faces and it becomes one of factors that influence to the reading interest; (2) Reading habit is considered as successful and beneficial when student feels satisfied and fulfils his basic needs including safety feeling, status, certain position, effective satisfaction, and freedom which is appropriate with the reality and development. When reading gives benefit to the reader, it means that reading is considered as one of his life need; (3) The availability of books to read in family is one of factors that supports reading interest and reading choice. Various and qualified reading source in family will be very helpful for children to improve their reading interest; (4) the availability of complete school library facilities, and the ease of borrowing process become the highest factor that influence students' reading interest; (5) The implementation curricular program specialized to provide students to read books periodically in school library will support the improvement of students' reading interest.

Program to Improve Student's Reading Interest

To solve the low of literacy comprehension in Indonesia, there are some attempts that can be done, they are: 1) Recruit and improve teacher's quality which is in line with the Muscat Agreement, an agreement which was agreed on 2014 by some delegations on Global Education for All Summit which was held by UNESCO in Muscat, Oman. One of the targets is that all countries make sure that all students are taught by qualified, professionally trained, motivated, and supported teachers in 2030. Indonesian teachers need support to be high quality teachers; 2) Solving nutrition problem as early as possible. The improvement of education budget without any full awareness toward children nutrition improvement will not give any effect toward the development of children intelligence in Indonesia. The learning achievement is symbolized with the the improvement score of PISA which is not significant. Thus, the high budget for education (Rp. 441 billions on 2018) some of the budget can be used for developing program of nutrition improvement by providing nutritious food at school from pre-school level up to the senior one; 3) Build and improve education infrastructure especially for electricity, library, computer lab, internet access, and information and communication technology which is left behind from other South East Asian Countries; 4) Retract primary books into curriculum. To guarantee good quality books, it needs to restore the function of national library (Balai Pustaka) as the publisher and book provider to the schools; 5) To

improve students' reading literacy at school, it needs to do the following things.

Library Management

Based on the result of interview with head master and library staff it showed some information that MTs Al Asror owns more than 1000 book exemplar. The numbers of books has fulfilled the minimal standard of book provided for junior high school level. A program of library management is intended to help school library in adding the good quality book collections that is expected to attract students to love reading. The development program includes adding book collection or holding other innovation to make students getting closer with library one of them is creating classroom library. Programs which has been conducted to improve book collections are: (1) Internally, by implementing One Student One Book (OSOB) program which involves students or students' parents to contribute the book collections to the library; and (2) Externally, by conducting a cooperation with other stakeholder through CSR or publisher.

According to Hamzah (2015:23-27) there are seven steps of school library management: (1) Improving quality and professionalism of library staff. Library staff becomes the key success of library development so they should be trained and developed their quality and professionalism; (2) Improving library infrastructure; the facilities and infrastructures of library has strategic function to support the quality service which librarian needs although they are only become supporting side of library development.; (3)

Improving library Collection; library collection becomes main point of library, whether it is printed collection or digital collection; (4) Holding library exhibition; (5) Building cooperation among other libraries; (6) Improving various services; (7) Supporting budget.

Seminar and Workshop

Seminar was held by school and time to launch a project. The participants of this literacy seminar are the representative of school managers, school principals, teachers, and students. Workshop was held periodically to improve the skills of empowering, reading, comprehending, and applying (4M: *Memberdayakan, Membaca, Memahami, dan Mengaplikasikan*) to the students. The target of this workshop is varied based on school needs. The workshop material deals with the implementation of 4M program: (a) reading motivation; (b) reading principles; (c) the program of reading for 60 minutes every the morning; (d) reciting Quran (*Qiroati*); (e) activating library, (f) civilizing reading habit; (g) technique to empower library; (h) comprehend and apply text; (i) Workshop for librarian; (j) Workshop for book publishing; (k) inviting author and publisher; (l) journalistic workshop and media management for school magazine editorial.

Movement of 60 Minutes Reading every Morning

Program of “60 Minutes Reading every Morning Movement” is an attempt to civilize and improve students’ reading interest. Hurlock (1993:67) stated that “reading interest is someone strong motivation source to analyze, memorize, and evaluate text read that becomes joyful learning experience and will influence form and someone intensity in deciding his

future ambition. The benefit of reading interest can be realized through “60 Minutes Reading every Morning Movement”. The technical of implementing this program is explained below.

Table 1. The activities of 60 Minutes Reading every Morning Movement at MTs Al Asror

No.	Time	Activity	Material
1	06.30-07.00	Literacy team prepare reading source for the students in every class	Every class is provided with reading material which is prepared by literacy team in very class that will be led by teacher who will teach in the first hour
2	07.00-07.30	Students Recite Holy Quran with its interpretation, write its moral value, and apply the value	The Quran interpretation book (for supervisor teacher), note book to write the moral value,
3	07.30-08.00	Students read the book which has been provided by teacher and literacy team and make a summary	Popular book, text and non-text book, magazine, and note book to write summary
4	08.00-selesai	Learning activity as usual	Learning activity based on the schedule planned before

The first activity is started by reciting Holy Book. The purpose of this activity is to implement religious values into their daily life as the life base to be a religious and Pancasila person. The following are things prepared in this program: (1) Literacy team; (2) Quran interpretation book (interpretation book of jalalain, interpretation book of Al Idrus, dsb); (3) Holy Quran; (4) Books of 4 other religions (based on the number of non-

moslem students); (5) Religious advice book (used to write religious values); (6) Text and non-text book; (7) Popular books; (8) Summary note.

The implementation of reciting Holy Quran habit will affect to the implant of moral value among students. Reading material containing da'wah message will shape students with respectful, honest, loyal, and honor each other value. Moral crisis which happens to students in our country is not only an issue and discourse but it also needs solution to break this problem. Moral crisis is the shape of the low of students moral as the realization of students' simple minded toward moral value and religiosity. Moral stupidity comes when moral value has not come yet toward his everyday life, this happens because of the limited time of religion subject and the lack of school attention toward students' moral which happens continuously. Thus, one of this program is the solution to minimize the moral crisis by *Iqra'* or *Qira'ati*, which is reading Quran activity then followed with explaining the interpretation of the moral value of the verse read by teacher who supervise the activity. Reciting holy Quran followed with its meaning and interpretation guided by a teacher will lead students to avoid miss-conception and miss-interpretation of difining Holy Quran.

School Literacy Competition

Literacy competition is intended to improve reading and writing need among school civitas. Literacy competition can be integrated with language month festival and so on. The competition can be held in school level (among students) or region level (among schools). Competitions that can

be held are speed reading contest, comprehensive reading contest, storytelling competition, essay competition, book review competition, poetry contest, and magazine competition.

Literacy competition which is held by school will also train students to build their competitive character. Teacher will have a chance to share to the students the value of winning and losing a competition. Students will learn that in life there will be the winner and the loser. None in this world who always be the winner and vice versa. Students will learn how to be the winner and avoid being loser.

Book Review

Book review is an activity to review, explore, and appreciate a book published. This program invites the book author or someone who has competence dealing with the content of the book. The participant of this activity is the students.

This program can also be used by teachers to ask their students to read certain book and make a review of book that they have read. This program will train students to learn how to present a book review and criticize someone's writing.

Literacy Award

Literacy award is given on the literacy award agenda. This agenda is intended to appreciate to some people who have participated and took part directly or indirectly to improve literacy awareness through school literacy movement. The target of literacy award is school or institution, teacher or staff, students, companies who care about literacy, or personal

who has participated. The appreciations which are given to the awardee are certificate and cash to improve literacy awareness. This agenda is held periodically every National Education Day.

Book Expo

Book expo is a book bazar which has cooperation with publishers and book stores. This agenda is intended to improve students and societies' appreciation and toward someone's writing that will motivate author to keep writing other books. This program will fully be held in every level of education. In implementing this agenda, it needs cooperation and coordination of region education affair which is cooperated with many sides, such as volunteer of literacy publisher, and individuals who care about nation literacy to make ease the implementation of the program. Book expo usually provide discount to certain books that attract students to buy more books.

The seven programs explained above are assumed be able to attract, inspire, and motivate student's attention and improve student's reading interest. This statement is in line with Slameto statement in (Hurlock, 1994:114) saying that "*interest is a stable tendency to pay attention and memorize some activities*". An activity by which someone is interested in will draw his attention which followed with the joyful feeling and get a satisfaction. According to the statement above, it can be concluded that interest is inner attitude coming out from someone which is a special attention toward certain thing which is created from full willingness and joyful feeling which comes out from someone inner motivation. Someone

who has high interest toward something or activity he or she will take certain portion of time to spend doing his or her interest.

Conclusion

According to the discussion of research result above, it can be concluded that there are five factors that causes the low of reading interest among students: (1) the rapid improvement of entertainment media which attract students; (2) family environment; (3) Interaction; (4) the failure of library program; (5) Social-Politic problem.

In the other hand, the seven programs which can be done to improve reading literacy at school are: (1) Library management; (2) Seminar and *Workshop*; (3) 60 minutes reading every morning movement; (4) School literacy competition; (5) Book review; (6) Literacy Award; and (7) Book expo. The seven programs which are conducted have attracted, inspired, and motivated students to improve their students' interest.

According to the result of the research conducted, students are accustomed to joining 60 minutes reading every morning activity. Sorted book chosen by literacy team which contains da'wah message has changed students' moral value especially their respect, honest, loyalty, and honor.

From the research result conducted, it can be suggested that (1) Choosing reading source for our students is an important point to shape our students character and moral value; (2) Holding some interesting program and agenda dealing with literacy will attract students to love reading and finally improve their reading interest; (3) Providing any reading sources (not only printed book) especially digital reading source

can be an alternatif for students to avoid students attention to the digital entertainment.

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