
Learning Strategies and Literacy Practices in a Madrasah Library Community

Ikrimah

MAN Kota Palangka Raya, Indonesia

Email Korespondensi: ikri12jaliha@gmail.com

Article received: 20 Maret 2026, Review process: 29 Maret 2026,

Article Accepted: 20 April 2026, Article published: 02 Juni 2026

ABSTRACT

This study explores the learning strategies and literacy practices developed within a madrasah library community through a qualitative case study approach. The research was conducted at the Ibnu Sahnun Library of MAN Kota Palangka Raya and focused on one student member of the Sahabat Perpustakaan community who successfully passed achievement-based university admission pathways. Data were collected through semi-structured interviews then analyzed using thematic analysis. The findings revealed that participation in the madrasah library community contributed positively to the student's academic preparation, literacy habits, communication skills, self-development, and academic motivation. Literacy activities such as writing projects, storytelling programs, literacy outreach, and content creation encouraged reflective learning, critical thinking, and collaborative engagement. The study also found that the library community functioned not only as a reading space but also as a student-centered educational environment that supported creativity, leadership, and meaningful literacy experiences. This study highlights the potential role of madrasah library communities in strengthening literacy culture and supporting holistic student development within Islamic educational contexts.

Keywords: Literacy Practices, Learning Strategies, Madrasah Library, Student Literacy Community, Islamic Education

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi strategi belajar dan praktik literasi yang berkembang dalam komunitas perpustakaan madrasah melalui pendekatan studi kasus kualitatif. Penelitian dilaksanakan di Perpustakaan Ibnu Sahnun MAN Kota Palangka Raya dengan fokus pada satu siswa anggota komunitas Sahabat Perpustakaan yang berhasil lolos jalur masuk perguruan tinggi berbasis prestasi. Data dikumpulkan melalui wawancara semi-terstruktur kemudian dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa keterlibatan dalam komunitas perpustakaan madrasah memberikan kontribusi positif terhadap persiapan akademik, kebiasaan literasi, kemampuan komunikasi, pengembangan diri, dan motivasi belajar siswa. Aktivitas literasi seperti proyek menulis, program mendongeng, literasi sosial, dan pembuatan konten mendorong pembelajaran reflektif, berpikir kritis, serta keterlibatan kolaboratif. Penelitian ini juga menemukan bahwa komunitas perpustakaan tidak hanya berfungsi sebagai ruang membaca, tetapi juga sebagai lingkungan pendidikan berbasis siswa yang mendukung kreativitas, kepemimpinan, dan pengalaman literasi yang bermakna. Penelitian ini menegaskan potensi komunitas perpustakaan madrasah dalam memperkuat budaya literasi dan mendukung pengembangan siswa secara holistik dalam konteks pendidikan Islam.

Kata Kunci: Praktik Literasi, Strategi Belajar, Perpustakaan Madrasah, Komunitas Literasi Siswa, Pendidikan Islam.

INTRODUCTION

In the contemporary educational landscape, literacy has become one of the essential competencies required to support students' academic development and lifelong learning. Within Islamic education, literacy is not only associated with reading and writing skills, but also with the development of critical thinking, communication, creativity, and character building. Dzakiroh & Damni (2026) emphasized that madrasahs should create educational environments that promote active learning, reflective thinking, and meaningful student participation in literacy-related activities. This suggests that literacy in Islamic education should be understood as a holistic process that supports both academic growth and character formation. Furthermore, literacy practices in Islamic schools also play an important role in strengthening students' academic motivation and self-development in both formal and informal learning settings (Suryanto et al., 2020).

School libraries have gradually transformed from conventional reading spaces into more dynamic learning environments. Modern school libraries are expected to function as student-centered spaces that facilitate collaborative learning, creativity, digital literacy, and social interaction. Permatasari et al. (2025). argued that contemporary libraries should not only provide access to information but also encourage active student engagement through interactive and collaborative educational activities. This transformation reflects the shifting role of libraries from passive service providers into active educational partners within schools. In many educational institutions, libraries are no longer limited to book circulation services, but are also involved in organizing literacy programs, writing activities, storytelling sessions, and student development initiatives. As noted by Apriwulan et al. (2025), such transformations position libraries as important educational partners in supporting students' academic and personal growth.

In the context of Islamic schools, student-based literacy communities have increasingly emerged as part of school literacy movements and extracurricular educational activities. These communities provide students with opportunities to develop competencies beyond academic achievement, such as public speaking, writing, leadership, content creation, and collaborative learning. Fadillah and Rakhman (2026) argued that active participation in literacy programs and social activities may encourage students to become more confident, reflective, and academically engaged. This indicates that literacy communities do not merely function as extracurricular groups, but also as educational spaces that support students' academic and personal development. In addition, madrasah library communities contribute to creating positive academic cultures by involving students directly in literacy campaigns, creative projects, and educational outreach activities.

Several previous studies have examined the implementation of literacy programs and the role of school libraries in supporting students' academic development. Yulianti and Sukasih (2023) found that school literacy movements contributed positively to students' reading interest and classroom participation. Their study emphasized that consistent literacy activities encouraged students to become more engaged in academic learning processes. Meanwhile, Putri et al. (2025)

highlighted the importance of school library management in creating supportive learning environments. The study showed that accessible facilities, diverse collections, and student-centered programs could increase students' motivation to utilize library services more actively. In addition, (Prawira et al., 2023) reported that literacy-based activities such as writing programs and reading campaigns were effective in strengthening students' literacy habits and communication skills within school settings. These findings indicate that literacy programs and school libraries play a significant role in fostering students' academic engagement, literacy habits, and active participation in educational activities.

Other studies have also explored the relationship between school libraries and students' learning motivation. Wulandari and Erdiyanti (2025) argued that libraries could function as alternative learning spaces that support independent learning and academic engagement. Their findings suggested that students who actively participated in library activities tended to demonstrate stronger learning motivation and better learning discipline. Similarly, Muhammadah and Ahyad (2024) found that student involvement in literacy-based library programs contributed positively to students' academic confidence and learning responsibility. These findings suggest that school libraries may function not only as academic support facilities but also as educational environments that encourage students' personal and intellectual growth.

However, previous studies have primarily focused on the general implementation of literacy programs and the managerial role of school libraries in improving students' academic engagement and reading interest. Limited attention has been given to how students personally experience and utilize library communities as spaces for independent learning and self-development, particularly within Islamic educational institutions. Moreover, few studies specifically examine how participation in a student-centered madrasah library community shapes students' learning motivation, literacy practices, and academic experiences. Therefore, this study seeks to fill this gap by exploring the role of a madrasah library community in supporting students' learning motivation and personal educational development.

Therefore, this study aims to explore the learning strategies and literacy practices of a student involved in a madrasah library community. The study focuses on a member of the Sahabat Perpustakaan community at Ibnu Sahnun Library, MAN Kota Palangka Raya, to examine how participation in a literacy-oriented community contributes to the student's learning motivation, academic development, and independent learning practices. Through the student's experiences, this study is expected to provide deeper insights into the role of madrasah library communities in supporting students' educational growth and literacy engagement.

METHODS

This study employed a qualitative approach using a case study design. A qualitative case study was considered appropriate because it allows researchers to explore participants' experiences, and perspectives in depth within a specific

educational context (Yin, 2018). In the context of this study, the approach was used to examine how participation in a madrasah library community contributed to the development of students' learning strategies, literacy practices, and academic engagement. The research was conducted at the Ibnu Sahnun Library of MAN Kota Palangka Raya. The library serves not only as a reading facility but also as a student-centered literacy space that actively involves students in various literacy, creative, and self-development programs through the Sahabat Perpustakaan community. These activities include storytelling programs, literacy outreach, writing projects, book discussions, social media content creation, student publication initiatives, and other innovative literacy-based activities designed to encourage students' academic engagement and personal development.

This study employed purposive sampling, a qualitative sampling technique in which participants are selected based on specific characteristics relevant to the research objectives and the need to obtain rich and in-depth information (Soendjoto et al., 2022). The population consisted of 18 students who were members of the Sahabat Perpustakaan community at Ibnu Sahnun Library, MAN Kota Palangka Raya, including students from grades X to XII. The selection was then narrowed to seven grade XII students who had experienced university admission through achievement-based pathways. Among these students, only one met the criteria of being successfully admitted through the SNBP and SPMB Prestasi pathways. Therefore, this participant was selected as a single information-rich case that was most relevant to the focus of this study. The researcher acted as the primary research instrument in collecting and interpreting the data. Data were collected through semi-structured interviews, a qualitative data collection technique that allows the researcher to use guiding questions while still providing flexibility to explore participants' responses in depth (B. Arianto & Rani, 2024). This approach was considered appropriate for examining the participant's learning strategies, literacy practices, academic motivation, learning experiences, and involvement in the madrasah library community. The interview was conducted online through personal communication to accommodate accessibility and continuity of interaction with the participant. The collected data were analyzed using thematic analysis following Najmah et al. (2023). The analysis process involved several stages, namely data reduction, data categorization, theme identification, and interpretation of findings. The researcher first organized the interview data, then identified recurring patterns related to literacy practices, learning strategies, self-development, and academic motivation. Finally, the findings were interpreted contextually to understand how participation in a madrasah library community contributed to the participant's educational experiences and learning development.

RESULTS AND DISCUSSION

The findings of this study reveal that participation in a madrasah library community contributed to the development of the participant's learning strategies, literacy practices, academic motivation, and self-development. Based on the interview results, several major themes emerged, namely consistent academic

preparation, literacy-based learning habits, self-development through library activities, and academic motivation shaped by community engagement.

Consistent Academic Preparation

The participant explained that one of the most important strategies in preparing for achievement-based university admission was maintaining academic consistency from the early semesters. The participant emphasized the importance of stable academic performance, especially in subjects related to the intended major. In addition, the participant highlighted the importance of selecting a study program based on personal interests and abilities rather than following trends or peer influence. Consultation with school counselors was also considered important in identifying educational opportunities and academic suitability. The participant stated:

“Preparation for achievement-based admission requires consistency from the beginning. I tried to maintain stable grades, especially in subjects related to my major. I also consulted with the school counselor to understand which major matched my abilities and interests.” (Interview, 5 April 2026)

This finding indicates that academic achievement was not perceived as an instant result but rather as a long-term process requiring planning, discipline, and self-awareness. The participant also viewed administrative preparation, such as organizing required documents, as part of an effective learning strategy.

This finding supports previous studies emphasizing the relationship between self-regulated learning and academic achievement. Stan (2021) argued that students with consistent academic planning and self-management tend to demonstrate stronger academic performance and higher educational readiness. Similarly, Petersen et al. (2024) found that strategic learning preparation positively influenced students' confidence in achievement-based admission pathways.

In addition, several studies on school library environments also highlight that learning strategies are strongly influenced by institutional support systems. For instance, Aprilia (2025) found that students in literacy-oriented school communities tend to develop more structured learning habits due to continuous exposure to reading programs and academic mentoring activities. Similarly, Tresha (2025) emphasized that school libraries function as informal learning ecosystems that reinforce students' discipline and long-term academic orientation through sustained literacy engagement. These findings align with the present study, which demonstrates that a madrasah library community serves as a contextual learning ecosystem that strengthens students' academic consistency through sustained literacy engagement and social learning support.

However, while previous studies primarily frame academic consistency as an individual cognitive process or institutional learning outcome, the findings of this study extend this understanding by showing that such consistency is also socially and contextually shaped. In this study, academic preparation was not solely driven

by personal discipline, but was reinforced through participation in a madrasah library community that provides structured literacy activities, peer interaction, and academic mentoring environments. This indicates that learning strategies are not only individual constructs, but are also developed within supportive educational ecosystems that encourage sustained academic engagement.

In this context, the madrasah library community functions as a learning space that indirectly strengthens students' self-regulation through exposure to literacy practices, academic discussions, and access to learning resources. Therefore, academic consistency in this setting can be understood as the result of both internal motivation and external social support within a literacy-oriented educational environment.

Literacy-Based Learning Habits

The finding also demonstrate that literacy practices played a significant role in shaping the participant's learning experiences. As an active member of the Sahabat Perpustakaan community, the participant was involved in various literacy activities, including writing projects, storytelling programs, literacy outreach, book discussions, and content creation for library social media platforms. These activities encouraged the participant to engage critically with texts, develop communication skills, and strengthen reflective thinking abilities.

The participant was also actively involved in writing and literacy competitions at both city and provincial levels. According to the interview, participation in literacy-related activities contributed to the development of critical thinking and presentation skills. The participant explained:

"I enjoy writing and presenting ideas. Through library activities, I learned how to express opinions, review books critically, and communicate ideas more confidently."
(Interview, 5 April 2026)

This finding suggests that literacy practices within the library community extended beyond reading activities and involved broader forms of creative and communicative engagement. The library functioned as an educational environment that supported active participation and experiential learning.

This result is consistent with findings by Anggraeni et al. (2024), who noted that literacy communities in schools could support students' communication skills and reflective learning processes. In addition, Arianto et al. (2025) emphasized that student participation in literacy-based extracurricular activities contributed positively to students' confidence, creativity, and critical thinking development. These findings collectively indicate that literacy engagement in school-based communities is not merely a skill-building activity, but also a transformative learning process that shapes students' identity as active and reflective learners.

Self-Development Through Library Community Activities

Another important finding of this study is that the madrasah library community functioned as a space for self-development rather than merely as a reading community. The participant described the library as a supportive environment where students were encouraged to explore their individual talents and interests. Students with different abilities, such as writing, public speaking, editing, and content creation, were actively involved in various educational and literacy-related programs.

The Sahabat Perpustakaan community organized numerous literacy-oriented activities, including storytelling programs for children, poetry reading sessions, literacy outreach programs, social media management, and collaborative writing projects. These activities allowed students to practice leadership, teamwork, creativity, and communication skills within authentic social contexts.

The participant explained that active involvement in the library community increased confidence and provided opportunities for personal growth. Participation in literacy campaigns and educational outreach activities also strengthened the participant's sense of responsibility and social engagement.

This finding aligns with previous studies highlighting the role of extracurricular literacy communities in promoting holistic student development. Mat and Jamaludin (2024) stated that student-centered literacy communities could function as alternative educational spaces that encourage creativity, collaboration, and self-confidence. Likewise, Afifah et al. (2021) found that active participation in school literacy programs helped students develop leadership skills and stronger academic identities.

These findings suggest that self-development in literacy communities is not merely an incidental outcome of participation, but a structured process facilitated by role distribution, peer collaboration, and authentic engagement in real educational projects.

Academic Motivation and Reflective Learning Experiences

The participant also expressed strong emotional reflections regarding academic achievement and university admission success. Feelings of happiness, relief, gratitude, and pride emerged as significant emotional responses after successfully passing the achievement-based admission pathways. The participant perceived academic success not only as a personal accomplishment but also as the result of continuous effort, family support, teacher guidance, and self-discipline. The participant stated:

"I felt very happy and relieved because all the effort, sleepless nights, and prayers finally paid off. I became more grateful because of the support from my parents and teachers." (Interview, 5 April 2026)

The participant also encouraged younger students to remain consistent, maintain academic discipline, and believe in their own abilities without comparing

themselves to others. This reflective perspective demonstrates the importance of intrinsic motivation and positive self-perception in academic achievement.

This finding supports previous research emphasizing the role of motivation and supportive educational environments in students' academic persistence. Guo et al. (2025) explained that emotionally supportive learning communities positively influence students' academic resilience and learning engagement. Furthermore, Rakerda and Wulansari (2026) noted that reflective learning experiences contribute significantly to students' self-confidence and long-term educational motivation.

Overall, these findings indicate that academic motivation in a madrasah library community is not only generated through achievement outcomes, but also continuously constructed through collective support systems, literacy engagement, and reflective meaning-making processes within the learning environment.

CONCLUSION

This study explored the learning strategies and literacy practices developed within a madrasah library community through a qualitative case study approach. The findings revealed that participation in the Sahabat Perpustakaan community contributed positively to the participant's academic preparation, literacy habits, communication skills, self-development, and academic motivation. The participant demonstrated consistent learning strategies through academic discipline, careful educational planning, and active engagement in literacy-related activities. Furthermore, the madrasah library community functioned not only as a reading space but also as a collaborative educational environment that supported students' creativity, critical thinking, leadership, and reflective learning experiences. Literacy activities such as writing projects, storytelling programs, content creation, and educational outreach programs provided meaningful opportunities for students to develop both academic and personal competencies.

The findings also indicate that student-centered library communities can play an important role in strengthening literacy culture and educational engagement in Islamic school contexts. This study contributes to the growing discussion on literacy practices and student development within madrasah environments, particularly by highlighting the role of library communities as spaces for holistic learning and self-growth. However, this study focused on a single participant within a specific educational setting; therefore, future research may involve broader participant groups or comparative studies across different madrasahs to provide deeper insights into the relationship between literacy communities and students' academic development.

ACKNOWLEDGMENTS

The author would like to express sincere gratitude to the Ibnu Sahnun Library of MAN Kota Palangka Raya for supporting this research and providing a literacy-oriented educational environment. Appreciation is also extended to the Sahabat Perpustakaan community and the research participant for their valuable contribution and willingness to share their experiences throughout this study.

LIST OF REFERENCES

- Afifah, D. N., Abdullah, F., Hidayati, A. N., & Andriani, A. (2021). Student's identities in school literacy movement: Toward a discursive perspective for literacy education in Indonesia. *JALL (Journal of Applied Linguistics and Literacy)*, 5(2), 21–39. <https://doi.org/10.25157/jall.v5i2.5620>
- Anggraeni, T. D., Adi, B. S., Saptono, B., Marwan, Herwanto, A., & Prihatmojo, A. (2024). The reflective reading corner: Enhancing literacy and critical thinking in elementary schools. *Journal of Applied and Action Research in Islamic Education. Jurnal Ilmiah Sekolah Dasar*, 8(3), 529–535. <https://doi.org/10.23887/jisd.v8i3.77025>
- Aprilia, E. F. (2025). Implementing literacy culture and digital literacy in the early grades of primary school. *Jurnal Reviu Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 11(1), 23–39. <https://doi.org/10.26740/jrpd.v11n1.p23-39>
- Apriwulan, H. F., Hanama, A., Pisiwati, S. A., & Siswanto, D. H. (2025). Library service management as an effort to cultivate students' reading interest in improving activities and learning outcomes. *Curricula: Journal of Curriculum Development*, 4(1), 199–214. <https://doi.org/10.17509/curricula.v4i1.76911>
- Arianto, A. M., Mariyadi, Jupitasari, M., & Syahrani, A. (2025). Implementation of the school literacy movement as a development of 21st century skills: A case study of journalism extracurricular activities. *Tafkir: Interdisciplinary Journal of Islamic Education*, 6(4), 1137–1155. <https://doi.org/10.31538/tijie.v6i4.242>
- Arianto, B., & Rani. (2024). *Teknik Wawancara dalam Metoda Penelitian Kualitatif*. Borneo Novelty Publishing.
- Dzakiroh, A., & Damni, A. (2026). Literacy activities in madrasah education: examining student engagement, curiosity, and appreciation in character formation. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 11(1), 152–168. [https://doi.org/10.25299/al-thariqah.2026.vol11\(1\).27783%0A](https://doi.org/10.25299/al-thariqah.2026.vol11(1).27783%0A)
- Fadillah, T., & Rakhman, A. (2026). Implementation of literacy programs for high school students to improve social skills in the community. *Jurnal EMPOWERMENT: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 15(1), 131–140.
- Guo, W., Wang, J., Li, N., & Wang, L. (2025). The impact of teacher emotional support on learning engagement among college students mediated by academic self-efficacy and academic resilience. *Scientific Reports*, 15(1), 1–13. <https://doi.org/10.1038/s41598-025-88187-x>
- Mat, N. C., & Jamaludin, K. A. (2024). Effectiveness of practices and applications of student-centered teaching and learning in primary schools: A systematic literature review. *International Journal of Academic Research in Progressive Education and Development*, 13(3), 1025–1044. <https://doi.org/10.6007/IJARPED/v13-i3/21733>
- Muhammadah, S., & Ahyad, M. (2024). The influence of community-based literacy programs on reading interest and achievement of elementary school students. *BASICO: Primary School Research and Development Journal*, 1(1), 28–38

- Najmah, Adelliani, N., Sucirahayu, C. A., & Zanjabila, A. R. (2023). *Analisis Tematik pada Penelitian Kualitatif*. Penerbit Salemba Medika.
- Permatasari, G., Heryani, R., Sopandi, W., & Komara, I. B. (2025). Implementation of digital libraries in digital literacy learning for elementary school students. *International Conference on Elementary Education*, 8(1), 343–355.
- Petersen, N., Ruegg, R., & Hoang, H. (2024). Admissions pathways and international undergraduates' academic achievement. *Educational Research*, 66(4), 413–428. <https://doi.org/10.1080/00131881.2024.2409647>
- Prawira, N. N. P., Artini, L. P., Marsakawati, N. P. E., Padmadewi, N. N., Ratminingsih, N. M., & Utami, I. G. A. L. P. (2023). The implementation of literacy activities in primary school. *Jurnal Imiah Pendidikan Dan Pembelajaran*, 7(1), 150–156. <https://doi.org/10.23887/jipp.v7i1.56108>
- Putri, I., Putra, H. E., Juita, N., & Ardi, H. (2025). The role of library management in supporting students' literacy and critical thinking. *Indonesian Journal of Education and Social Humanities*, 2(2), 7–14. <https://doi.org/10.62945/ijesh.v2i2.733>
- Rakerda, H., & Wulansari, D. (2026). From scores to self-confidence: Reflective learning in English professional development for in-service teachers. *Inspiring: English Education Journal*, 9(1), 19–39. <https://doi.org/10.35905/inspiring.v9i1.16472>
- Soendjoto, M. A., Itta, D., Hafizianor, & Istikowati, W. T. (2022). *Buku Ajar Metodologi Penelitian Kehutahan*. CV. Banyubening Cipta Sejahtera.
- Stan, A. M. (2021). Self-management skills and student achievement – a pilot study. *Conference: ATEE 2020 - Winter Conference. Teacher Education for Promoting Well-Being in School*, 16, 490–506. <https://doi.org/10.18662/lumproc/atee2020/34>
- Suryanto, A., Irmasari, A., & Armiyati, E. (2020). The role of Islamic boarding schools in enhancing educational quality and students' learning motivation: A case study at Pondok Pesantren Darussalamah Braja Dewa, East Lampung. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 5(2), 238–246.
- Tresha, T. K. (2025). Enhancing students' engagement of library use through integration with regular academic activities: An action research. *Journal of Applied and Action Research in Islamic Education*, 1(1), 1–13. <https://doi.org/10.70771/jaarie.1.1>
- Wulandari, D., & Erdiyanti. (2025). The role of the library in supporting independent learning of Islamic education study program students at IAIN Kendari. *Dirasah: Jurnal Pendidikan Islam*, 6(1), 115–124. <https://doi.org/10.31332/jpi.v6i1.9031>
- Yin, R. K. (2018). *Case Study Research and Applications*. SAGE Publications, Inc.
- Yulianti, B. D., & Sukasih, S. (2023). School literacy movement program and its impact on students reading interest and reading comprehension skills. *Jurnal Pendidikan Dan Pengajaran*, 56(3), 654–666. <https://doi.org/10.23887/jpp.v56i3.68122>