

## **Literacy Culture and Its Effectiveness in Improving Indonesian Students' Writing Skills**

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Article History: Received on 11 November 2024, Revised on 5 January 2025,  
Published on 1 February 2025

**Abstract:** This study aims to examine the effectiveness of literacy culture in improving students' composing ability in Indonesian subjects in secondary schools with a qualitative approach to case studies. The subject of this study is a group of students in one of the secondary schools who have applied literacy activities regularly in learning Indonesian. Data was collected through classroom observations, in-depth interviews, and analysis of student writing products. The findings of the study show that the application of literacy culture in the classroom is able to improve students' composing skills in terms of organizing ideas, creative expression, and using more appropriate and varied language. In addition, teacher support factors and a conducive school environment also accelerate the development of students' writing skills. Literacy culture can play a significant role in improving students' composing skills, although its application requires careful planning and consistency in its implementation.

**Keywords:** Indonesian Subject, Literacy Culture, Secondary School, Writing Skills

### **A. Introduction**

Literacy culture has a very important role in the development of education, especially in improving students' literacy skills in schools. Literacy, which includes reading and writing skills, is the main foundation that enables students to acquire knowledge, express ideas, and communicate effectively in a variety of contexts. In the context of education in Indonesia, strengthening the literacy culture in schools, including at State Elementary School 3 Medan, is expected to improve the quality of education as a whole, especially in honing students' writing skills.

Along with the government's efforts to improve the quality of education, literacy culture is one of the main focuses in the development of curriculum and learning programs. Cultivating a literacy culture that involves regular and sustainable reading and writing activities can contribute greatly to improving students' writing skills. Good writing skills, in addition to being important for academic purposes, are also important skills in daily life, especially in today's digital era, where the ability to convey information clearly and effectively is needed. However, even though culturally literacy has begun to be implemented in many schools, challenges in its

implementation still remain, including in State Elementary School 3 Medan. Factors such as students' lack of interest in reading, limited literacy facilities, and lack of understanding of effective literacy learning strategies can be obstacles in achieving these goals. Therefore, it is important to know how the application of literacy culture in State Elementary School 3 Medan can improve students' writing skills and identify challenges that may be faced.

Education in Indonesia today focuses on developing 21<sup>st</sup> century skills, which include critical thinking, creativity, communication, and collaboration (Ariani, 2024). One of the most basic but essential skills in learning is literacy, which includes reading and writing (Putri Syahri, 2024). Good writing skills allow students to express ideas clearly and structured, as well as improve their understanding of the material being studied. Therefore, developing a literacy culture among students is very important in supporting effective learning.

At State Elementary School 3 Medan, the application of literacy culture is part of an effort to improve the quality of learning and writing skills of students. Programs that prioritize reading and writing habits, such as daily reading activities, writing competitions, and creative writing projects, are expected to significantly hone students' writing skills. However, challenges in implementing an effective literacy culture in madrasah schools remain. Factors such as the lack of adequate facilities, limited time for literacy activities, and low interest in reading can hinder the achievement of these goals.

One approach that can be optimized is through the application of literacy culture in schools (Sari, 2023). The literacy culture in question includes the habit of reading, writing, discussing, and analyzing texts, all of which aim to build better literacy skills in students. In the context of Indonesian education, literacy culture is expected to be a forum to develop students' composing skills holistically (Rahmawati, 2022). Through literacy activities that are integrated into daily learning, it is hoped that students can get used to writing, have more creative ideas, and be able to compile more structured and useful writing (Topan Iskandar, 2023).

Education is a very complex activity (Putra Ardiansyah, 2023). Almost all dimensions of human life are involved in the educational process, either directly or indirectly. In the educational process, there are political, economic, legal, social, cultural, health, psychological, sociological, and even religious elements (Rizki Inayah Putri, 2023). However, the handling of education must consider these dimensions so that the strategies and policies taken really lead Indonesia to the desired goals (Fadilah, 2022). Through education as a means to produce human resources who are able to maximize their potential and are able to manage natural resources wisely and with quality, so as to proactively answer the challenges of the ever-changing times (Umi Kalsum, 2024). Teachers play a very important role in shaping students to have knowledge, skills, and character (Sri Wahyuni, 2023).

Discipline is needed in realizing human resources who have knowledge, skills, and character (Nur Oktaviani, 2024). In teaching, teacher performance can realize discipline that can be a guideline for students in accordance with the standards applicable in the school (Nurhasan Hamidi, 2024). A teacher is someone who has a role in providing education, teaching, and learning to students. More specifically, a teacher is an individual who has expertise and knowledge in a certain field, who is tasked with guiding, directing, and educating students so that they can develop their potential in cognitive, emotional, and social aspects (Sutrisno, 2021). In a broader context, teachers not only teach subject matter, but also serve as mentors, motivators, and role models for students (Ayu Gustia Ningsih, 2024). The role of teachers is crucial in the educational process because they help shape students' character, skills, and knowledge, as well as prepare them for the future.

Literacy is about reading and writing which is also related to how to read or write, be it poetry, rhymes, short stories, novels and so on (Fitria, 2021). Literacy is also related to the activities that will be carried out to students at school (Zulfa, 2022). Literacy can also be interpreted as the expression of thoughts by carving symbols and language to form an understanding (Khoirul Amin, 2024). As social beings, humans need the skills and ability to read and write in their communication activities in daily life (Muhammad Yusup, 2023). As knowledge develops, the meaning of literacy does not only include reading and writing, but the meaning of literacy has a broader and more comprehensive meaning. The meaning of literacy then develops into the ability to read, write, speak and listen (Kusuma, 2023). The purpose of basic literacy is to optimize a person's ability in literacy, numeracy, science, digital, financial, as well as cultural, and civic literacy. The first step to increase literacy interest in students needs to be habituated to reading from an early age and needs support from various related parties such as the family environment, school and community (Andini, 2023).

Reading learning in elementary school has an important role in learning Indonesian. Through reading lessons, teachers can develop moral values, reasoning skills, and creativity of students (Mutiara, 2022). This shows the importance of mastering reading skills, because reading ability is one of the standards for Indonesian language and literature skills that must be achieved at the educational level, including at the elementary school level. Some students consider Indonesian lessons, especially reading, to be boring, boring, and lazy to understand the content of the reading (Ramadhani, 2022).

Research on literacy culture in Indonesia is still limited, especially in examining the influence of literacy culture on improving students' writing skills. One of the studies by (Siti, 2023) examining writing skills in general, not exploring how literacy culture in Indonesian schools plays a role in improving students' writing skills specifically. Likewise with research (Mulyana, 2021) ignoring local cultural factors in literacy development. In Indonesia, with cultural and linguistic diversity, literacy must be

understood contextually, which includes the influence of local culture, regional languages, and social values that exist in society. Although technology has the potential to support the development of students' literacy and writing skills, there is still little research exploring innovative ways to integrate technology in improving literacy culture, especially those that focus on the writing aspect in Indonesia. For example, how social media, blogging platforms, or writing apps can be leveraged to improve students' writing skills.

Research by (Ardian, 2022) There is a lack of research that directly connects literacy models applied in schools with the development of students' writing skills. Moreover, there has been no research that compares the effectiveness of these models in the context of literacy culture in Indonesia, both in urban and rural contexts. Research on the relationship between character education and improving writing skills is still limited (Lestari, 2021). In fact, literacy culture is not only related to technical writing skills, but also includes students' attitudes and habits towards literacy, which plays an important role in the development of their writing skills.

This research will offer a more contextual approach by paying attention to cultural diversity, which can contribute to the development of students' writing skills. This research will also look at how cultural values such as mutual cooperation, honesty, and cooperation in literacy can form stronger writing characters. One of the main contributions of this research is the development of a literacy model that integrates character education. This model aims to not only improve technical writing skills, but also form good writing habits and the character of students who support those skills. This research will highlight how the development of attitudes and ethics towards literacy can have a direct impact on students' writing ability.

However, to realize an effective literacy culture, various strategies and approaches are needed that involve the roles of schools, families, and communities. In this case, teaching writing that focuses on developing creativity, good writing techniques, and understanding the importance of writing as a means to convey ideas clearly and systematically, is very important to pay attention to. Therefore, research on literacy culture and its effectiveness in improving the writing skills of Indonesian students is very relevant to be carried out, in order to find out the extent to which literacy habits can affect students' writing ability and what steps need to be taken to improve this situation.

## **B. Methods**

This research aims to explore and understand how literacy culture is applied in State Elementary School 3 Medan and how this culture contributes to improving students' writing skills. In this case, a case study approach was used to explore in depth the specific situation in the madrasah, which is a representation of Islamic primary schools in Indonesia, as well as to identify the factors that affect the effectiveness of

literacy programs in improving students' writing skills.

The case study approach is the right choice to understand the phenomenon in detail in a specific context (Creswell, 2020). In this case, this research will focus on one location, namely State Elementary School 3 Medan as the object of study, with the aim of exploring various aspects of literacy culture in the school and analyzing its influence on students' writing skills. The type of research is qualitative descriptive with a single case study approach. This research focuses on the process and practice of implementing literacy culture in State Elementary School 3 Medan. Meanwhile, the focus of this research is to find out how the literacy culture applied at State Elementary School 3 Medan affects students' writing skills and how effective the existing literacy programs are in improving their writing skills.

The subject of this research involves various parties directly involved in the implementation and influence of literacy culture in the madrasah. Students in grades IV to VI at State Elementary School 3 Medan, because they already have enough experience in literacy and writing activities, as well as measurable writing skills. Teachers who teach Indonesian, literacy guidance teachers, and teachers of other subjects who are also involved in literacy activities. The head of the madrasah is responsible for the policy and management of the literacy program at the school. Parties involved in the management of literacy resources in madrasahs, such as libraries and students' parents.

To obtain comprehensive and in-depth data, this study will use several data collection techniques as follows (Sugiyono, 2022). Researchers will make direct observations on literacy activities that take place in madrasahs, such as reading activities in the library, writing activities in the classroom, and the implementation of literacy programs in learning. This observation aims to see firsthand how literacy culture is applied and how actively students participate in literacy activities. Then the researcher conducted interviews with students, teachers, madrasah heads, librarians, and literacy program managers. This interview aims to explore their experiences related to literacy activities in madrasahs and their views on the influence of literacy activities on students' writing skills. Finally, the researcher will collect relevant documents such as curriculum, learning implementation plans, literacy activity reports, and student writing results (e.g. essay writing assignments, stories, or reports) to analyze the influence of literacy culture on the quality of their writing.

The data analysis process is carried out in a qualitative descriptive manner to explore and conclude findings obtained from interviews, observations, and documentation (Hendri Yahya Sahputra, 2024). The steps of data analysis are as follows. Once the data is collected, researchers will code to identify key themes that emerge, such as literacy strategies applied, how students participate in literacy activities, as well as changes that occur in their writing skills. The encoded data will

be analyzed to identify patterns and relationships between themes, such as the relationship between literacy activities and improving students' writing skills. Researchers will look for themes related to factors that affect success or challenges in the implementation of literacy culture. Furthermore, the researcher will analyze the documents written by students to assess the quality and development of their writing skills before and after the implementation of literacy culture.

To ensure the validity and reliability of the data, researchers will use the following techniques. Researchers use a variety of data sources such as interviews, observations, and documentation to validate the findings of the study (Creswell, 2020). The researcher will verify the findings with the main informants (students, teachers, madrasah heads) to ensure the suitability of the interpretation of the data with their perspectives. The researcher compiles a clear record of the entire research process, including data collection, analysis, and interpretation, so that it can be accounted for.

After the data analysis process, the researcher will conclude how the literacy culture applied at State Elementary School 3 Medan contributes to the improvement of students' writing skills. Researchers will also identify factors that affect the success or obstacles in literacy programs and provide recommendations that can be applied to increase the effectiveness of literacy culture in improving writing skills in the madrasah. In addition, this recommendation can be useful for other madrasahs who want to adopt or improve their literacy programs. By using a case study approach, this research is expected to provide an in-depth and contextual picture of how the literacy culture applied at State Elementary School 3 Medan plays a role in improving students' writing skills, as well as providing useful insights for the development of literacy programs at the madrasah level.

## **C. Results and Discussion**

### **Application of Literacy Culture**

The results of the researcher's observations concluded that the application of literacy culture in this study includes several activities designed to improve students' writing skills. Among them is a reading activity together in class, which is followed by a group discussion about the content of the text read. Personal writing, which is done regularly by students to hone their creativity in writing. Weekly writing challenges, where students are given a specific theme to write about in a limited time. Reading and discussing students' work in class as a means to give direct feedback. This is also in line with the results of the interview by the Indonesian Bahasa teacher, where he explained that *"The application of literacy culture plays a very important role in improving students' composing skills. In class, I always encourage students to read more, be it books, articles, or short stories. After reading, they are expected to be able to absorb the existing ideas and language styles, then write in their own style. One of*

*the ways I apply it is to give them writing assignments based on the readings they have learned. This way, they can develop ideas creatively and not be limited to just one theme or topic. In addition, I also teach good writing techniques, such as creating an essay outline, starting with an interesting opening sentence, and structuring a logical storyline. I see that the more students are interested in reading, the more fluent they are in writing. The connection between reading and writing is indeed very strong. With a strong literacy culture, students can more easily pour their ideas into writing in a structured and engaging way."*

The additional results of the interview by the principal, in which he explained about literacy culture *"We also often hold writing workshops in collaboration with famous writers or authors. Activities like this give students the opportunity to learn directly from experienced sources. Through workshops and also discussions about the books they read, students are encouraged to think critically and creatively. From there, they began to get used to writing with their own style and perspective. In my observations, students who are active in the library, both reading and writing, have experienced significant improvements in their composing skills."*

For the final result, an additional interview from one of the student's parents, in which he explained about literacy culture *"As a parent, I strongly support the implementation of literacy culture in schools. I have seen my child become more diligent in reading books and writing since school began to be active in introducing literacy culture. Not only are they given limited essay writing assignments, but they are also taught how to read critically and express their ideas in writing. In addition, my son was often asked to write stories based on readings they did at home, and I could see how his ideas were developing. I also encouraged him to read various types of books outside of the classroom, such as novels or short stories. By reading, my child has more references for writing and is more confident to make up longer stories. I also often accompany and provide input related to children's writing, and I feel that this process of learning to write is very useful. I believe, if this literacy culture is applied consistently, my child's writing ability will continue to develop well."*

From the three interviews, it can be concluded that the application of literacy culture is indeed very important in improving students' composing skills. Reading habits carried out at school, either through reading assignments, participating in book discussions, or writing activities related to their reading, can help students to develop their ideas and creativity in writing. Both from the perspective of teachers, library managers, and parents, all agree that literacy is a strong foundation for improving students' writing skills, especially in composing more complex and creative stories.

In many studies, it has been proven that good reading skills greatly affect writing skills, including composing. This is in line with the theory put forward by (Rama, 2023) which states that deep reading skills provide a strong foundation for the development of writing skills. Reading helps students expand their vocabulary, introduce text structure, as well as provide them with a variety of references to

language styles, writing techniques, and creative ideas. In the context of composing, students who are used to reading different types of reading, both fiction and non-fiction, have the ability to design stories and write better. Research conducted by (Yuniarti, 2023) in his journal entitled "The Influence of Literacy Culture on Students' Writing Skills" shows that students who often read diverse books or articles have better quality essays. They not only master the technical aspects of writing, but are also able to produce works with broader themes and more creative ideas. This shows that the literacy culture instilled in schools plays a big role in supporting students' writing skills.

The application of literacy culture is not only limited to reading and writing tasks, but also involves more interactive ways in developing writing skills. One of them is through discussion activities, reflective writing, or even creative writing based on certain readings. This is in line with the concept of Literacy Practices put forward by (Lina, 2021), who consider literacy as a social activity that involves active interaction with texts and understanding their context. In many schools, especially in secondary schools, Indonesian teachers often combine writing activities with project-based learning, such as making wall magazines, writing short stories together, or holding writing competitions. According to (Syamsudin, 2020) These activities increase student engagement in the writing process. Students not only write individually, but also learn to collaborate, discuss ideas, and give feedback on their peers' writing. Thus, a literacy culture that integrates various aspects of learning like this can significantly improve writing skills.

However, there are some studies that are not in harmony with the researcher's results, namely research (Aditya, 2022) explained that the application of literacy culture in improving writing skills can also be hampered by the lack of motivation and interest of students in writing activities. Many students feel that writing is a tedious task and requires great effort. Although literacy is considered important, if there is not enough effort to make writing activities interesting and relevant to students' daily lives, then literacy culture is difficult to be well received. Students are more likely to feel pressured by the demands of writing that are perceived as academic tasks rather than the opportunity to express themselves creatively.

In research (Salim, 2023) explained that the application of literacy culture that focuses too much on writing techniques and rules often hinders students' creativity in composing. Students may be so directed to follow the instructions and standard writing structure that they lose the freedom to express themselves creatively. In some cases, an overly formal approach to writing can actually lower students' desire to develop their writing skills because they feel shackled by strict rules. This can have an impact on their ability to produce original and valuable writing.

Likewise, according to the results of the study (Teguh, 2021) An ideal literacy culture should involve extensive access to various literacy sources, such as books, articles,

digital media, and others. However, in many areas, especially those located in rural areas or areas with economic limitations, students do not have adequate access to diverse literacy resources. This is a significant obstacle in the application of literacy culture that can support the ability to compose. Without access to good reading materials, students will find it difficult to develop their insights and imagination which are essential for composing activities.

From several studies and findings that have been discussed, it can be concluded that the application of literacy culture in State Elementary School 3 Medan has great potential in improving students' writing skills. A literacy culture that is applied consistently, structured, and involves various parties (teachers, students, principals, and parents) can encourage the development of students' writing skills, especially in terms of creativity, idea organization, and effective use of language. Fun and challenging literacy programs, such as regular reading and writing, writing competitions, and literacy discussions, will increase students' motivation to write better. In addition, the active role of parents and facilities that support literacy activities in madrasas is also very important to create a sustainable literacy culture. With the implementation of a good literacy culture at State Elementary School 3 Medan, it is hoped that an environment can be created that supports the development of students' writing skills more optimally.

### **Challenges in the Implementation of Literacy Culture**

Some of the challenges found in the study, researchers concluded that the implementation of literacy culture includes a lack of time to carry out literacy activities outside of class hours, due to the dense burden of the curriculum. Varied student motivation, where some students feel less interested or overwhelmed with constant writing assignments. Difficulties in classroom management, especially for groups of students who have very varied levels of writing ability. Similar to the results of interviews with teachers, principals and parents of students, here are the results of interviews with Indonesian language teachers, in which he stated *"The main challenge I faced was the lack of interest in reading from most students. Some students are more interested in instant entertainment, such as social media or games, which do not involve in-depth reading activities. As a result, they tend to have difficulty developing ideas and writing well. In addition, there are also challenges in terms of timing. Indonesian learning is often constrained by the amount of material that must be taught, so the time to focus on literacy activities such as reading and writing is not optimal. I often feel limited in providing more in-depth writing exercises because of the pressure to complete the curriculum. Another challenge is the low basic writing skills of some students. Many students have difficulty in composing good and correct sentences, let alone developing ideas for a story or essay. They often feel scared or unconfident to write, because they are not used to actively interacting with text."*

Discussion of the results of interviews from school principals regarding the

challenges of literacy culture, namely, he explained that *“One of the biggest challenges in supporting a literacy culture is the lack of interest of students to visit the library. Although we have a fairly complete collection of books, many students prefer to access information or entertainment through their digital devices. The use of social media and digital platforms is so dominant that they are less likely to be interested in reading physical books, which reduces their chances of gaining new insights that can support their writing skills. In addition, the lack of facilities to support more interesting literacy activities is also a challenge. For example, we have not been able to hold writing workshops or book discussions regularly due to budget and facility limitations. In fact, such activities can be very effective in improving students’ writing skills. We do try to hold literacy activities, but sometimes it is difficult to attract students’ attention to actively participate. Another challenge is the lack of parental involvement in supporting a literacy culture at home. Although many parents are aware of the importance of reading, not all of them integrate the habit of reading into their children’s routine at home. This causes a gap between what is taught at school and literacy habits at home.”*

And finally, the results of interviews with parents of students regarding the challenges of literacy culture, namely, he explained *“As a parent, one of the biggest challenges I face is my child’s difficulty finding time to read or write, as he often feels tired after school and participating in various extracurricular activities. Plus, after school, my son spends more time watching television or playing gadgets than reading books. In addition, I also felt a lack of guidance from the school in providing interesting and varied writing assignments. Even though there is a writing assignment, often the topic or theme given feels monotonous and does not motivate my child to imagine. I hope that writing assignments can be more creative and invite students to think more freely, such as writing stories based on their personal experiences or creative ideas. Another challenge I faced was the limitation in choosing the right reading materials for my child. At home, I always try to provide a variety of reading books, but my child often finds it difficult to understand heavier or thicker books. I had to find a way to make reading more enjoyable for my child, so that he wouldn’t feel depressed. Although I fully support these literacy activities, these challenges make the process of forming literacy habits more difficult, both at home and at school. I hope there is more support from schools to make this literacy culture easier to apply in children’s daily lives.”*

From the three interviews above, some of the main challenges in the implementation of literacy culture that aim to improve students’ composing ability can be summarized as follows. Most students tend to be more interested in digital media that is more interesting and faster than reading books. This reduces their involvement in deeper literacy activities, such as reading books and writing. The limited time available to focus on literacy learning, combined with the amount of material that must be completed, is the main obstacle in focusing students’ attention on reading and writing activities in depth. In some schools, especially in libraries, the main challenge is the limited budget and facilities that support literacy activities, such as writing workshops or book discussions that can encourage students’ interest in interacting with texts. For some parents, supporting children’s literacy habits at home is a challenge due to limited time and understanding of the importance of

literacy. Some parents also find it difficult to choose the right reading materials or do not know how to accompany their children to write creatively. By understanding these challenges, it is important for schools, parents, and the community to work together in creating a supportive literacy ecosystem, so that students' composing skills can develop properly.

This is in line with several previous studies, one of the major challenges found in the implementation of literacy culture is the limited resources in schools. A study by (Zulfikar, 2023) mentioned that the lack of literacy facilities such as adequate libraries, up-to-date book collections, and limited internet access hinders students in developing their literacy skills, including in authoring activities. Without adequate facilities, students find it difficult to access varied and quality reading materials, which is very important to increase creativity in composing.

In implementing literacy culture in schools, many teachers feel burdened by the limited time available in the curriculum. According to (Aditya, 2022), The limited time in learning Indonesian often causes literacy and composition materials to be given only in a limited and in-depth manner. Curriculums that focus more on exams and measurable materials often override the development of creative writing skills. As a result, the time for in-depth writing and reading practice is not enough to form strong literacy habits among students.

Another challenge is the difference in the level of ability and motivation of students in learning literacy. Based on research (Zulfikar, 2023), It was found that the low level of student motivation was one of the main obstacles in improving the ability to compose. Students who are less motivated often do not show interest or seriousness in writing. On the other hand, there are also students who have higher writing skills but feel that they do not get enough support from teachers or are not given the opportunity to express their creativity freely.

However, there are also studies that differ from several previous journals, namely (Syamsudin, 2020) said that limited resources and facilities in schools are one of the main challenges in the implementation of literacy culture. One of them is the lack of varied and quality reading materials that can be accessed by students. It shows that many schools in remote areas do not have adequate libraries or sufficient internet access to access reading resources that can enrich students' literacy insights. Without adequate reading materials, students will find it difficult to develop creative and knowledge-based writing skills.

In addition to factors at school, another challenge faced is the low level of literacy development at home. Research by (Ariani, 2024) revealed that not all parents in Indonesia have enough attention to the formation of a literacy culture at home. Many parents do not make time to read with their children or discuss the readings they have read. This causes students to lack strong reading habits, which in turn will

affect their ability to compose. The ability to compose is highly dependent on reading skills, because only by reading a lot, students can acquire the ideas, vocabulary, and ways of structuring sentences needed to write.

According to (Khoirul Amin, 2024), Many schools still implement teacher-centered learning methods. This approach tends to reduce opportunities for students to practice writing creatively and independently. Teachers often provide material theoretically without giving enough space for students to develop their writing skills practically. In such a learning model, students only receive instructions on how to write correctly, without being given the freedom to create, which ultimately hinders the development of their composing skills.

Based on several studies and results discussed, the main challenges in the implementation of literacy culture in State Elementary School 3 Medan include the lack of students' interest in reading, limited literacy facilities, lack of training for teachers, lack of parental support, and difficulties in adapting technology to support literacy. Although these challenges are considerable, various solutions have been proposed in these studies, such as the development of literacy facilities, continuous teacher training, parental involvement, and the use of technology to enrich students' literacy experiences. By overcoming these challenges, MIN 3 Medan can create a more effective literacy culture and support the continuous improvement of students' reading and writing skills.

#### **D. Conclusions**

Research on Literacy Culture and Its Effectiveness in Improving Students' Writing Skills at State Elementary School 3 Medan shows that the implementation of literacy culture in the school has a positive impact on students' writing skills. Some of the main findings that can be drawn from this study include: The literacy programs implemented at MIN 3 Medan, such as reading together, writing essays, and other creative writing assignments, have proven to contribute positively to improving students' writing skills. Students who are actively involved in literacy activities have better writing skills, especially in terms of organizing ideas and using language appropriately. Teachers at MIN 3 Medan play a key role in supporting literacy culture, by providing special time for literacy activities and providing intensive guidance in the writing process. The support from the head of the madrasah who is active in designing the literacy program is also an important factor in the successful implementation of this literacy culture. Although the implementation of literacy culture has proven to be effective, there are still several challenges faced in its implementation, such as lack of interest in reading students, limited literacy facilities, and limited time for more intensive literacy activities. In addition, even though some teachers have been trained, there are still shortcomings in the use of technology and digital resources to support literacy activities to the maximum.

Although this study provides an in-depth overview of the application of literacy culture in MIN 3 Medan, there are several limitations that need to be noted. This research was only conducted in one school, namely MIN 3 Medan, so the results do not necessarily fully describe the situation in other schools with different contexts. Therefore, further research involving several schools from various regions will further enrich the understanding of the application of literacy culture in madrasahs in Indonesia. This study uses a single case study approach with a qualitative method, which provides an in-depth overview of the phenomenon that occurs in MIN 3 Medan. However, these findings are subjective and cannot be generalized to larger populations without further research with quantitative or mixed-method methods. The limited time in this study limited the scope of observation, especially in evaluating the long-term impact of literacy culture on students' writing skills. Further research with a longer observation period is expected to provide a more comprehensive picture.

Based on the limitations of this study, some suggestions for the next research direction include: To obtain a more holistic picture, further research can involve several madrasahs in different regions with different backgrounds, to see how the application of literacy culture affects students' writing skills in various contexts. This research can use a quantitative approach or mixed-method to produce more representative data. Given the importance of technology in the digital era, further research can focus on the use of technology (e.g., literacy applications, e-books, and other digital platforms) in supporting literacy activities. This can include how technology can expand students' access to reading materials and support the writing process in a more interactive and engaging way. Further research can also delve deeper into the role of parents in supporting literacy culture at home and how this affects students' writing skills. Given the importance of collaboration between schools and families, this study can provide insights into how to involve parents in supporting literacy activities outside of school. Long-term research that evaluates the impact of literacy culture on students' writing skills over a longer period of time, for example, over a school year or more, will provide more in-depth information on the effectiveness of literacy programs in developing writing skills on an ongoing basis. Further research can examine how integrating literacy activities in a broader curriculum, as well as other innovative approaches in teaching literacy more effectively in madrasahs, can improve students' writing skills.

#### **E. Acknowledgement**

We thank to all parties who help us in this article.

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