

IMPLEMENTATION OF SCIENTIFIC WRITING PROGRAMS IN IMPROVING THE LITERACY OF SIXTH-GRADE STUDENTS AT PONDOK MODERN DARUSSALAM GONTOR PONOROGO

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis implementasi program penulisan karya ilmiah dalam meningkatkan literasi santri kelas VI di Pondok Modern Darussalam Gontor. Pengembangan literasi menjadi salah satu aspek penting dalam pendidikan abad ke-21, termasuk di lingkungan pesantren yang dituntut mampu mengembangkan kemampuan akademik dan berpikir kritis santri melalui program pendidikan yang terstruktur. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi yang melibatkan santri kelas VI, guru, dan musyrif yang terlibat dalam program penulisan karya ilmiah. Analisis data dilakukan menggunakan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa program penulisan karya ilmiah memberikan kontribusi positif terhadap pengembangan literasi akademik santri. Program ini mampu meningkatkan kemampuan memahami bacaan, mengembangkan ide, menulis secara akademik, serta kemampuan berpikir kritis. Selain itu, santri menunjukkan partisipasi yang lebih aktif dalam kegiatan akademik, seperti diskusi, presentasi, dan penyusunan laporan ilmiah. Penelitian ini juga menemukan bahwa bimbingan yang sistematis, pendampingan yang intensif, serta tahapan penulisan yang terstruktur berperan penting dalam membangun budaya literasi yang berkelanjutan di lingkungan pesantren. Penelitian ini menyimpulkan bahwa program penulisan karya ilmiah merupakan strategi yang efektif dalam memperkuat literasi akademik santri di pesantren. Temuan penelitian ini diharapkan dapat menjadi rujukan dalam pengembangan program pendidikan berbasis literasi di pesantren maupun lembaga pendidikan Islam lainnya.

ABSTRACT

Keywords:

academic writing programme, academic literacy, santri, Islamic boarding school, Pondok Modern Darussalam Gontor.

This study aims to analyse the implementation of a scientific writing program in improving the literacy of sixth-grade students at Pondok Modern Darussalam Gontor. Literacy development has become an important aspect of 21st-century education, including in Islamic boarding schools, where students are expected to develop academic and critical thinking skills through structured educational programs. This study employed a qualitative descriptive approach. Data were collected through observations, interviews, and documentation involving sixth-grade students, teachers, and supervisors participating in the scientific writing program. Data were analysed using the interactive model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing. The findings indicate that the scientific writing program contributes positively to students' academic literacy development. The program enhances reading comprehension, idea development, academic writing skills, and critical thinking abilities. In addition, students demonstrated greater participation in academic activities, including

discussions, presentations, and scientific reporting. The study also found that systematic guidance, intensive supervision, and structured writing stages play significant roles in fostering a sustainable literacy culture within the pesantren environment. This study concludes that the scientific writing program is an effective strategy for strengthening academic literacy among students in Islamic boarding schools. The findings provide practical insights for the development of literacy-based educational programs in pesantren and other Islamic educational institutions.

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1. Introduction

Literacy is one of the core competencies in modern education, playing a vital role in developing students' critical and analytical thinking skills, as well as their communication abilities. In the context of pesantren education, literacy is not merely understood as the ability to read and write, but also as the ability to understand, process, and communicate knowledge in a scientific and systematic manner. This is particularly important considering that pesantren, as Islamic educational institutions, hold the responsibility of nurturing a generation that is not only religiously grounded but also intellectually capable and adaptable to social and educational changes. However, various studies indicate that the culture of literacy within Islamic boarding schools still faces several challenges, particularly in academic reading and writing activities. Students tend to be more accustomed to lecture-based and rote-learning methods, resulting in limited abilities in developing ideas and writing systematically. Zuhriyah, A., Basith, A., and Azhary, T. (2024) explain that strengthening language competence and literacy culture among santri remains an important challenge within the pesantren environment. Furthermore, Haryanti, N., Siswati, E., and Saputra, D. A. (2024) state that low reading interest and the lack of structured literacy programmes become obstacles to the development of students' academic literacy. Nevertheless, literacy skills have been proven to contribute significantly to students' critical thinking and communication skills in academic activities.

In line with the development of the 21st-century educational paradigm, literacy enhancement has become one of the main focuses in improving the quality of human resources. Literacy is not only related to reading and writing skills, but also to the ability to think critically, analyse information, and communicate ideas systematically. According to John W. Creswell, academic literacy skills are closely related to the development of critical thinking and problem-solving abilities in modern education (Creswell & Creswell, 2023). Therefore, educational institutions are required to create learning programmes capable of fostering sustainable literacy habits among students. In this context, Islamic boarding schools are also expected to transform by integrating innovative and practical literacy-based educational programmes. Research conducted by Yanti (2024) indicates that literacy strengthening strategies in pesantren can be

implemented through activities involving students' active participation, such as discussions, presentations, and academic writing activities. Similarly, Haryanti et al. (2024) explain that systematically managed literacy programmes can improve students' reading interest and academic participation within the pesantren environment.

One strategy that can be implemented to strengthen students' literacy is through scientific writing programmes. This programme not only develops writing skills but also trains students to think critically, systematically, and research-based. According to Zuhriyah et al. (2024), literacy activities based on scientific writing are capable of improving students' language competence and analytical skills more comprehensively. In addition, scientific writing activities encourage students to become accustomed to reading references, analysing information, and constructing scientific arguments logically. Within the context of 21st-century education, scientific writing competence is considered an essential skill because it supports students in managing knowledge critically and academically. Previous studies also reveal that literacy programmes implemented systematically in Islamic boarding schools are capable of creating a more conducive academic atmosphere. Nadiyah, N., Sumanto, S., and Fitriani, A. (2024) explain that the management of planned literacy activities can strengthen students' reading culture and active engagement in the learning process. Furthermore, research conducted by Hamid, A., Al Watsiqoh, M. H., Abdullah, M. K., and Hafiyusholeh, M. (2024) indicates that literacy strengthening within pesantren environments positively influences students' critical thinking and academic communication skills.

Pondok Modern Darussalam Gontor is widely recognised as one of the modern Islamic boarding schools in Indonesia that integrates religious studies, language education, and character building into its educational system. One of its flagship academic programmes is the scientific writing programme for sixth-grade students, which functions both as an academic evaluation and as an effort to strengthen students' literacy competence. Through this programme, students are required to prepare scientific papers independently while following established academic standards, beginning from determining research themes, collecting data, analysing information, and systematically writing scientific reports. This programme also involves intensive supervision by teachers and musyrif to guide students throughout the writing process. Such activities are expected to cultivate students' academic literacy habits and improve their ability to express ideas scientifically and systematically.

Despite the implementation of the scientific writing programme, its contribution to improving students' literacy within the pesantren environment still requires further investigation. This is important in order to understand how far the programme influences students' literacy skills, particularly in reading comprehension, academic writing, and critical thinking abilities. Therefore, this study aims to analyse the implementation of the scientific writing programme in improving the literacy of sixth-grade students at Pondok Modern Darussalam Gontor. The findings of this study are expected to contribute to the development of literacy-based educational programmes within Islamic boarding schools and provide insights into strengthening academic literacy culture in pesantren education.

Although previous studies have examined literacy development in Islamic boarding schools through reading programs, literacy management, and digital literacy activities, most of these studies have focused on improving students' reading interest, language competence, and general literacy culture (Hamid et al., 2024; Nadiyah et al., 2024; Yanti, 2024). These studies demonstrate that literacy programs play an important role in fostering academic participation and strengthening students' critical thinking skills. However, the existing literature primarily discusses literacy from a general perspective and provides limited attention to scientific writing programs as a structured approach to developing academic literacy within the pesantren environment.

This issue is particularly important because scientific writing activities in pesantren possess distinctive characteristics compared to literacy programs implemented in general schools. In pesantren, scientific writing is not only intended to improve academic writing skills but also integrates Islamic values, independent learning, critical thinking, and intensive supervision by musyrif throughout the writing process. Furthermore, previous studies have rarely explored how scientific writing programs are implemented and how they contribute to the development of academic literacy among sixth-grade students who are required to complete scientific papers as part of their graduation requirements. Therefore, this study seeks to fill this gap by analysing the implementation of a scientific writing program and its contribution to improving the literacy of sixth-grade students at Pondok Modern Darussalam Gontor.

Unlike previous studies that primarily focused on reading culture and literacy management in pesantren, this study investigates scientific writing as a structured literacy intervention. The novelty of this research lies in its exploration of how scientific writing integrates academic literacy, critical thinking, and intensive musyrif supervision within the unique educational ecosystem of Islamic boarding schools.

2. Method

This study employed a descriptive qualitative approach to gain an in-depth understanding of the implementation of a scientific writing program in improving the literacy of sixth-grade students at Pondok Modern Darussalam Gontor. A qualitative approach was selected because it enables researchers to explore educational phenomena contextually based on participants' experiences and perspectives (Creswell & Creswell, 2023).

The study was conducted at Pondok Modern Darussalam Gontor, Ponorogo, East Java, Indonesia, from January to March 2025. Participants were selected using a purposive sampling technique based on their involvement in the scientific writing program. The participants consisted of 15 sixth-grade students participating in the scientific writing program, three musyrif (supervisors), and two teachers responsible for coordinating the program. The selection criteria included active participation in the program, willingness to provide information, and relevant experience related to scientific writing activities.

Data were collected through observation, semi-structured interviews, and documentation. Observations were conducted to examine the implementation of the program directly, including orientation sessions, topic selection, supervision activities, discussions, scientific writing processes, and final presentations. Semi-structured interviews were conducted face-to-face using an interview guide prepared in advance. The interviews focused on students' experiences

in participating in the program, supervisory strategies employed by the musyrif, the program's contribution to literacy development, and challenges encountered during the writing process. Each interview lasted approximately 30–45 minutes and was audio-recorded with participants' consent.

Documentation was used to complement the data obtained from observations and interviews. The documents analysed included the scientific writing guidelines of Pondok Modern Darussalam Gontor, program schedules, supervision records, students' scientific papers, photographs of activities, and program evaluation documents. Document analysis was conducted to obtain a more comprehensive understanding of the program implementation and students' literacy development.

Data were analysed using the interactive model proposed by Miles, Huberman, and Saldaña (2020), which consists of three stages: data reduction, data display, and conclusion drawing. Data collected from multiple sources were first categorised and selected according to the research focus. Subsequently, the data were presented in narrative and thematic matrix forms to facilitate interpretation. The final stage involved drawing conclusions based on recurring patterns, themes, and relationships identified throughout the analysis process.

To ensure the trustworthiness of the findings, source triangulation, technique triangulation, and member checking were employed. Source triangulation was conducted by comparing information obtained from students, musyrif, and teachers. Technique triangulation involved comparing data gathered through observations, interviews, and documentation. In addition, member checking was carried out by confirming interview results and data interpretations with selected participants to ensure consistency between the findings and participants' actual experiences (Moleong, 2021). These procedures were undertaken to enhance the credibility, dependability, and validity of the research findings.

3. Result and Discussion

Result

The findings revealed that the implementation of the scientific writing program at Pondok Modern Darussalam Gontor contributed positively to the academic literacy development of sixth-grade students. The program was implemented through several stages, namely orientation and training, topic selection, data collection, scientific writing, consultation sessions, and final presentation. These stages provided students with opportunities to engage in reading, analysing information, discussing ideas, and producing scientific papers systematically.

Table 1. Research Participants

No.	Participant Code	Category	Description
1	S-01	Student	Sixth-grade student
2	S-02	Student	Sixth-grade student
3	S-03	Student	Sixth-grade student
4	S-04	Student	Sixth-grade student
5	S-05	Student	Sixth-grade student
6	S-06	Student	Sixth-grade student
7	S-07	Student	Sixth-grade student
8	S-08	Student	Sixth-grade student
9	S-09	Student	Sixth-grade student
10	S-10	Student	Sixth-grade student

11	S-11	Student	Sixth-grade student
12	S-12	Student	Sixth-grade student
13	S-13	Student	Sixth-grade student
14	S-14	Student	Sixth-grade student
15	S-15	Student	Sixth-grade student
16	M-01	Musyrif	Scientific writing supervisor
17	M-02	Musyrif	Scientific writing supervisor
18	M-03	Musyrif	Scientific writing supervisor
19	T-01	Teacher	Program coordinator
20	T-02	Teacher	Academic advisor

Based on observations, students actively participated in literacy-related activities throughout the program. During consultation sessions, students were frequently observed reading books, reviewing references, discussing research topics with peers, and revising their manuscripts based on supervisors' feedback. Field notes indicated that students gradually became more confident in expressing ideas and presenting arguments supported by evidence.

Interview data also demonstrated improvements in students' literacy skills. One participant stated:

"Before joining the scientific writing program, I rarely read academic books. However, while preparing my paper, I had to read many references and compare different sources. This helped me understand information more critically." (Student 7, interview, February 2025).

Another student explained:

"The most challenging part was organising ideas into a systematic scientific paper. Through guidance from the musyrif, I learned how to write academically and support arguments with references." (Student 11, interview, February 2025).

The supervisors also confirmed the development of students' literacy abilities. One musyrif commented:

"Students initially experienced difficulties in finding references and writing academically. However, after several weeks of guidance, they became more independent in searching for information and constructing scientific arguments." (Musyrif 2, interview, March 2025).

Document analysis further supported these findings. Students' scientific papers demonstrated improvements in citation practices, organisation of ideas, use of academic language, and logical presentation of arguments. The documents also indicated that students increasingly utilised various reference sources, including books, journals, and institutional publications.

Overall, the findings suggest that the scientific writing program contributed to the development of reading comprehension, idea organisation, academic writing competence, critical thinking skills, and active participation in academic activities among sixth-grade students.



Figure 1. Introduction to the scientific paper

Figure 1 The opening session of the academic writing programme at Pondok Modern Darussalam Gontor, which began with a briefing by the ustadz or musyrif to the students. During the session, the ustadz explained the technical aspects of academic writing, research methodology, and the importance of fostering a culture of academic literacy within the pesantren. The students followed the session with great attention as part of their initial preparation before embarking on the process of writing their academic papers.

On the other hand, this study also identified several challenges in the implementation of the programme, such as the students' limited initial ability in academic writing, a lack of interest in reading among some students, and limited access to academic literature. However, these challenges were overcome through intensive mentoring, regular guidance, and motivation provided by the supervisors. According to the OECD (2021), strengthening a culture of literacy requires a consistent learning environment to support learners in developing their reading and writing skills on an ongoing basis.

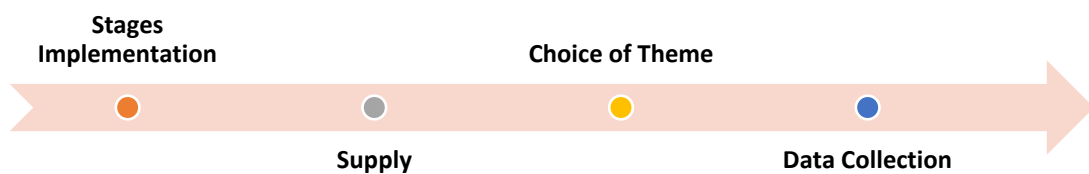


Diagram 1. Stages of writing an academic paper

Diagram 1 illustrates the systematic process followed by the students in the academic writing programme, beginning with an introductory phase involving guidance and training in academic writing provided by the supervisor, followed by the selection of a research topic in line with their designated field of study, and concluding with the data collection phase through literature reviews, journals, reference books, and observation. These stages are designed to help students develop academic literacy, critical thinking, and scientific writing skills in a focused and structured manner.

Overall, the research findings indicate that the implementation of the academic writing programme not only enhances the students' academic writing skills but also fosters a culture of literacy, critical thinking skills, and a scientific mindset amongst students within the pesantren environment. Rochmat, CS, Khusaini, N., Anwar, S., & Abdurrahman, M. (2023). This programme represents a form of educational innovation in pesantren that is relevant to the educational needs of the 21st century, as it successfully integrates literacy skills, research, and the development of students' academic character simultaneously.

Table 2. The structure of academic writing

Writing Systematics	Description
Title Page	Contains the title of the scientific paper, author's name, student identification number, and the boarding school logo.
Approval Page	Contains the approval and validation sheet from the supervisor (<i>musyrif</i>) and related authorities.
Chapter I – Introduction	Consists of the background of the study, research problems, objectives, and significance of the writing.
Chapter II – Literature Review / Theoretical Framework	Presents theoretical foundations and relevant literature related to the research topic, such as fiqh, tafsir, or tauhid.
Chapter III – Discussion	Contains analysis and discussion addressing the research problems using appropriate scientific methods and approaches.
Chapter IV – Conclusion	Presents the conclusions of the study and suggestions related to the research findings.
References	Lists all references and literature used in the preparation of the scientific paper.

Table 2 presents the structure of scientific writing implemented in the academic writing program for students. The structure consists of several systematic components, including the title page, approval page, introduction, literature review, discussion, conclusion, and references. Each section has a specific function in supporting the preparation of a well-organized scientific paper based on academic writing standards. The systematic arrangement is designed to guide students in developing scientific arguments, organizing ideas logically, and presenting research findings comprehensively, thereby contributing to the improvement of students' academic literacy and scientific writing skills.

Discussion

The research findings indicate that the implementation of the academic writing programme at Pondok Modern Darussalam Gontor plays a significant role in enhancing the academic literacy of Year 6 students. This programme serves not only as a formal academic activity but also as a learning medium that cultivates students' critical, analytical and systematic thinking skills. Through the process of writing scientific papers, students

are accustomed to reading various references, understanding information, developing arguments, and structuring ideas scientifically. According to John W. Creswell, practice-based learning and direct experience can provide a deeper understanding than theoretical learning alone (Creswell & Creswell, 2023).

The implementation of the academic writing programme demonstrates that a culture of literacy within the pesantren environment can flourish through structured and sustained academic activities. The programme stages, ranging from orientation, topic selection, and data collection to an intensive mentoring process, provide students with a comprehensive learning experience. This aligns with the research by Haryanti et al. (2024), which explains that strengthening the culture of literacy in Islamic boarding schools requires programmes capable of actively engaging students in reading, writing, and academic discussion.

In addition to improving writing skills, this programme has also had an impact on the students' academic communication skills. Syarifah, S. (2023), Based on the interview results, the students have become more confident in expressing their opinions, engaging in discussions, and explaining their thoughts to both their tutors and peers. This demonstrates that academic literacy is not only related to reading and writing skills, but also to the ability to convey ideas logically and systematically. This finding supports the research by Zuhriyah et al. (2024), which states that literacy activities based on scientific writing are capable of improving students' academic communication skills and analytical abilities more broadly.

In practice, the role of the *musyrif*, or supervisor, is a key factor in the successful completion of academic papers. Yusron, MA, Anwar, S., Umami, H., Haikal, M., & Mustofa, I. (2024). Supervisors provide technical guidance, motivation and feedback on the students' writing process, enabling them to produce academic papers in accordance with academic standards. Intensive supervision helps students overcome difficulties in finding references, structuring their work and developing their research papers. According to Rahman and Yusuf (2024), the success of literacy enhancement in Islamic boarding schools is greatly influenced by the active involvement of supervisors in creating a conducive academic culture.

The findings of this study also indicate that the implementation of an academic writing programme is relevant to the educational needs of the 21st century, which emphasise critical thinking, creativity, communication and collaboration. This programme provides an opportunity for students to develop information literacy skills through the process of data retrieval and analysis of scientific sources. The OECD (2021) explains that strengthening literacy in the modern era focuses not only on basic reading skills, but also on the ability to understand, disseminate, and critically utilise information in both academic and social contexts.

On the other hand, this study found that several obstacles still hinder the implementation of the programme, such as a lack of interest in reading among some students, limited access to academic resources, and uneven initial writing skills. However, these obstacles can be minimised through continuous guidance, the cultivation of reading habits, and the provision of academic motivation by tutors. This indicates that the success

of literacy programmes requires the support of a consistent and systematic learning environment. According to UNESCO (2022), the development of a culture of literacy requires the involvement of all elements of education so that learners are able to build lifelong learning habits.

Thus, the implementation of the academic writing programme at Pondok Modern Darussalam Gontor can be seen as an effective educational strategy for Islamic boarding schools in fostering a culture of academic literacy among students. Zarkasyi, A., Firmansah, D., & Rahmadias, TM (2024). This programme not only enhances students' academic writing skills but also develops their critical thinking, academic communication, and scholarly character—all of which are relevant to the challenges of modern education.

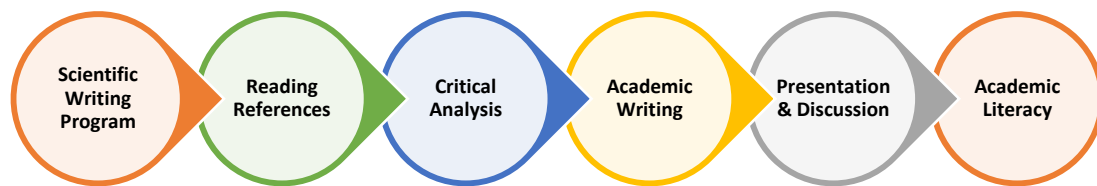


Figure 2. Model of Scientific Writing-Based Literacy Development in Pesantren

Figure 2 presents the conceptual framework derived from the findings of this study. The model highlights how the scientific writing program serves as a structured literacy ecosystem in which students engage in iterative processes of reading, information processing, critical inquiry, academic writing, and scholarly communication. A distinctive feature of this model is the role of musyrif supervision, which mediates students' progression from basic literacy practices toward higher-order academic literacy competencies. Through this process, students develop not only writing proficiency but also critical thinking, argumentation skills, academic confidence, and a research-oriented mindset. The model contributes to the literature by proposing scientific writing as a holistic literacy development strategy specifically adapted to the educational context of Islamic boarding schools (pesantren).

4. Conclusion

Based on the research findings, it can be concluded that the implementation of the academic writing programme at Pondok Modern Darussalam Gontor plays a significant role in improving the academic literacy of Year 6 students. The programme is carried out through systematic stages, ranging from preparatory sessions, topic selection and data collection to intensive mentoring with supervisors. These stages provide a learning experience that encourages students to actively read, analyse information, construct arguments, and write scientific papers in a structured manner. According to John W. Creswell, experience-based learning and hands-on practice can help learners understand the learning process more deeply (Creswell & Creswell, 2023).

The research findings indicate that the academic writing programme not only enhances the students' academic writing skills but also fosters critical thinking, academic communication, and a culture of literacy within the pesantren environment. Students

become more accustomed to reading academic references, engaging in discussions, and expressing their views in a systematic and scholarly manner. These findings are consistent with the research by Zuhriyah et al. (2024), which explains that literacy activities based on academic writing can strengthen students' language, communication, and analytical skills.

Furthermore, the success of the programme's implementation was influenced by the active role of the supervisors (musyrif) in providing guidance, motivation and evaluation throughout the writing process. Intensive mentoring helps students overcome various obstacles, such as limited writing skills and a lack of interest in reading. This supports the research by Rahman and Yusuf (2024), which states that strengthening a culture of literacy in Islamic boarding schools requires the support of a systematic and sustainable learning environment.

Thus, the implementation of an academic writing programme can be seen as an effective educational strategy for Islamic boarding schools in fostering a culture of academic literacy among students. This programme is not only relevant for improving reading and writing skills, but also contributes to developing scientific character, critical thinking skills, and the students' readiness to face the educational challenges of the 21st century.

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