

## **THE EFFECTIVENESS OF ISLAMIC LITERATURE TEXT MODEL IN READING SKILLS OF THE COVID-19 PANDEMIC TIME**

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### **ABSTRAK**

National Education aims to educate the nation and develop a whole Indonesian man who is balanced, harmonious, in harmony in his life and life as well as physically and mentally healthy. To achieve this goals, education is needed that is very concerned about the needs of students. The students' needs are intended forms of innovative learning media. Literary works (Islamic literary texts) are expected to be used to awaken the public (readers) to return to their nature, on the right path. Literature is an expression of society, therefore the emergence of a literary work is closely related to the problems that arise at that time. In addition, literature can serve as a work of art that can be used to entertain readers. In a novel there must be a variety of expressions, namely the expression or process of stating. In this analysis, there are findings about charting and data codification of focus on religious values that can be applied in the Islamic literary text model in learning reading skills in online learning during the Covid-19 pandemic. The Islamic literary text used is the novel of Api Tauhid by Habiburrahman El Shirazy. The results of the preliminary study indicate that the failure in language learning, especially reading skills, has been caused by the approach used not being focused on efforts to create communicative abilities / skills. Reading skills are carried out through a one-way approach. Students are asked to read the text, do the exercises, and end by discussing the results of student work. Such a model is very irrelevant to the level of interest of students in learning to read. What students need how they become reliable readers. The next, "learning outcome" is to make a product. With regard to reading material, it is found that the reading material has not been designed adequately. This can be seen from the low readability of reading materials. With regard to readers, it appears that reading activities are still low, mastery of language aspects, the ability to identify essay structure, and the ability to understand the content of the reading. This study revealed the following findings: the methods of teaching reading skills was implemented based on mental visualization and association of ideas so as to make language sound natural. This methods were closely related to active, innovative and constructivist method. The methods of teaching reading skills were faster in grasping key points and dominates practice, and is an active method. The recommendations put forward based on these findings are that it becomes a demand for educators to master various teaching models, instill interest in reading literature (Islamic literature) and learning experiences in students as early as possible, and familiarize the teaching-learning process by creating a happy and passionate atmosphere in cultivating. literary works (Islamic literature) as a text model in learning reading skills, especially the application of network-based learning models (online).

**Keywords:** islamic literary texts, effectiveness, teaching-learning process

## Introduction

Since it was announced by President Joko Widodo regarding the first case of Coronavirus Disease 2019 (Covid-19) in early March 2020, Indonesia was then faced with a pandemic period. Almost all sectors of life are paralyzed, including in the field of education (Ministry of Education and Culture, 2020: 3). Especially at that time, all education units and higher education institutions entered the end of the even semester and would face a year-end assessment period or school exam, which was then followed by the admission of new students. In mid-April 2020, the Ministry of Education and Culture also broadcasts the Learning from Home (LfH) program broadcast on TVRI. This program is filled with various educational and fun shows as an alternative to learning for students, parents, and teachers. As an effort to develop the program, it is necessary to increase reading interest.

Efforts to develop a reading / literacy culture have actually been carried out for a long time, among others, through the "let's read movement" proclaimed by the government. The development of a literacy culture for students has also become a concern of the government. Therefore, a literacy culture needs a very massive movement to be implemented. One of the movements is the reading movement. Where reading is one of the skills in language which has an important and strategic position. This is based on the fact that in this era of globalization, information through print and internet media is very much needed by students. In fact, reading is a part of their life.

This reading skill is not only needed by the academic community, but is needed by anyone who needs information through print media (Wapa, 2020). Many people in their spare moments waiting for friends, waiting for vehicles in public places always take advantage of their time with reading activities. This is in line with what Burns (1996: 5) said that every aspect of life involves reading, for example reading traffic signs, reading hospital signs, restaurant menus, cooking recipes, advertisements, newspapers, magazines, insurance formats, income tax formats, travel brochures, travel routes, and so on.

Before what strategy and how to implement reading comprehension, educators must first understand the levels of reading comprehension or the types of reading text comprehension. Nola Bonton Smith (in Robin, 1993: 195) states that there are several types of understanding, including literal understanding, interpretive understanding, critical understanding, and creative understanding. The four types of understanding are interrelated from a low level to a high level. The student / student can read critical understanding if the student is able to read comprehension at the lateral level and the interpretive level.

Critical reading is one level of reading comprehension which has a strategic position in a lecture (Wapa, Dkk 2024). Critical reading like this needs to be taught to students because students do not only want to know what they read, but also want to know the truth of the information contained in the reading text. According to Burns (1996: 278), critical reading is evaluating written material, namely comparing the ideas covered in the material with known standards and drawing conclusions about accuracy and suitability. Critical readers must be able to become active readers, ask questions, examine facts, and rely on judgments / decisions until they have considered all the material.

In line with the above opinion, Harris and Smith (1986: 302) state that critical reading is an activity that starts from analyzing, synthesizing, then evaluating. Furthermore, they said that critical reading is more accurately described as reading analysis and evaluation. Thus it can be said that a critical reader must have a sharp mind about what is in the text and be able to criticize the reading text.

Critical reading of novels in preparing scientific paper writing and seminar proposals is one of the competencies that students must master. This is because novels are very effective in conveying moral, educational, and religious messages. In addition, reading novels critically makes it easier and faster for educators to introduce literature to the student audience. Based on this, novels are an option to make it easier and faster to analyze literary works (Rodrigues, 1978: 47, Nurgiyantoro, 2003: 3).

So far, the objective condition of reading novels in formal education institutions is still very disappointing. Current critical reading of novels is generally limited to analyzing the structure of the novel by emphasizing the cognitive aspects alone. The activities carried out usually begin with reading activities and end with analyzing the intrinsic elements of the novel. Meanwhile, these activities can actually train students to provide critical assessments that involve emotions, behavior, religion, social feelings, and environmental sensitivity. Analysis of the structure of the novels that have been used in reading novels does not provide opportunities for students to interact and get familiar with novels.

As for critical reading as well as creative reading is seen as a separate type of reading. According to Burns (1996: 278) critical reading is evaluating written material, which is to compare the ideas covered in the material with known standards and draw conclusions about accuracy, suitability, and time sequence. The critical reader must be an active reader of questions, scrutinizing the facts and hanging his judgment until he has considered all the material.

In line with the above opinion, Robinson (in Harris, 1986) states that critical reading is the ability to apply relevant criteria in evaluating material. This is an assessment of the honesty, truthfulness, and value of what is read based on criteria or standards developed through previous experience.

From the reader's activeness side when reading, Nurhadi (1989: 59) states that what is meant by critical reading ability is the reader's ability to critically process reading material to find the whole meaning of reading material, both express and implied meaning, through the stages of knowing, understanding, analyzing, synthesize, and assess. It is also emphasized that processing reading material critically means that in the reading process a reader does not only capture the express meaning or meaning of the lines of reading but also finds the meaning between the lines, and the meaning behind the lines.

Through this series of activities, readers gain a thorough understanding of the content of the reading. Readers use the knowledge they have and are developed through previous experience to make conclusions and judgments about reading material.

Reading activity is a mental activity to understand what the other party is saying through writing. Therefore, in reading activities we must recognize that certain written symbols represent (symbolize or suggest) certain sounds that have certain meanings as well.

Similar to reading non-literary texts, in reading literary texts the main objective is to understand or capture the author's intent in his work. In other words, it can be stated that in order to understand literature, we need to read the text first. Reading literature is impressive. In this case what is meant is reading literature in order to capture the author's intent behind his work.

According to A. Teeuw (1991: 12) the process of reading, namely giving meaning to a particular text, is a process that requires knowledge of a fairly complex, complex, and diverse code system. In line with this opinion, with regard to reading literature, Nurgiyantoro (2001: 320) provides an explanation that to understand literature well, in addition to mastery of language codes, knowledge of literary codes and cultural codes is also needed. Even though we already have sufficient knowledge of the various codes needed, reading literature must still be accompanied by a conscious, critical, and serious effort and attitude.

In terms of reading literature, students are immediately exposed to the type of literary work, namely novels. Students / students are critically guided to understand, recognize the various unique elements, show the link between various elements, etc. which are all included in the appreciation forum.

The form of understanding in novel studies is formed through critical reading activities which are marked by the reader's ability to provide considerations, propose predictions, assess, and provide alternatives. The form of assessment is for example, What do you think about..., why? The thought process involved is (a) distinguishing factual reality and fictional reality, (b) detecting biases or subjective impressions of the author, (c) connecting factual characteristics and content characteristics to the author's opinion, and (d) developing a number of criteria as the basis for conveying considerations and assessment.

Critical reading according to Soedarso (1993: 72) there are four steps, namely: first understanding the content of the reading, recognizing the facts, and interpreting the reading content in the form of: (a) properly understanding the main idea, (b) knowing the facts and important details, (c) can make conclusions and interpret the ideas, both testing the author's sources. In this section, the reader can test the author's correctness with the question: is it trustworthy? Quite accurate and competent in their field? Third, there is an interaction between the writer and the reader. In this section the reader not only understands the author's intent, but also has to compare with what has been researched, the fourth is to accept or reject. Readers may believe, suspect, doubt, question, or distrust. As for Harjasujana (1988: 114) assessing reading texts there are four successive techniques, first: asking, second: concluding, third: connecting, and fourth: judging.

Literacy (written) culture is often contrasted with an oral culture. The two cultures that are related to these language activities have their respective advantages and disadvantages. The advantages of oral culture, both presented in prominent communication and through audio-visual media with all the gesture and kinesthetic aspects that accompany it, are its ability to communicate emotive aspects and often abstract things that are difficult to express through literacy culture can be better expressed. Because of the emotive aspect, oral language activities can often lead to higher levels of audience / audience participation.

Meanwhile, literacy culture must be recognized as the foundation for the development of science because the language of science emphasizes more on symbolic functions and emphasizes the aspect of precision. Apart from the above advantages, it must also be admitted that literacy culture has an impact on individualism. This impact is difficult to avoid because reading activity is an individualization process. Reading activity is generally a process that occurs independently and requires intense internalization between the reader and the object of reading.

A high individualistic attitude will be able to pose a threat or at least an obstacle to

efforts to create a harmonious life in a literacy society. Harmony in life is often connoted with the realization of a social situation. Meanwhile, the excessive level of participation that is formed in oral culture can have an impact on the low productivity of society.

Literacy can be defined as the ability to read and write or sometimes referred to as 'or literacy' or literacy (Harras, 2011). According to Besnier, literacy is communication through inscriptions that are read visually, not through auditory channels and signals.

## **Method**

This type of research used in this research is qualitative research. This is based on the overall expression of symptoms in accordance with the context of a natural setting. It is said that the research background took place naturally because in this study, the data were obtained by researchers from planning, implementing, and evaluating learning to read critically in the novel *Api Tauhid* by Habiburrahman El Shirazy. In addition, in data collection, the researcher acts as a key instrument. Researchers plan, collect data, analyze data, interpret data, and ultimately report the results of their research (Moleong, 2001: 121).

In line with the above opinion, there are six characteristics of the qualitative approach put forward by Bogdan & Biklen (1982: 33-36), namely (1) the research data is obtained in a natural setting context, (2) is descriptive in nature, (3) the data collected analyzed inductively, (4) the researcher as a key instrument, (5) paying attention to the importance of processes other than results, and (6) meaning is essential. While research data are things or materials that are objectively recorded and observed by researchers.

## **Results And Discussion**

### **1. Syllabus Development**

Learning must balance work ethics and vocational skills with positive attitudes towards work, logic, aesthetics, and kinesthetic. Learning needs to provide real experiences to develop life skills, problem solving, logical, critical and creative thinking, communicative, self-awareness, and most importantly to avoid stress in implementing learning online (online).

### **2. Critical Reading of Habiburrahman El Shirazy's Biography**

Before the critical reading of the *Api Tauhid*'s novel by Habiburrahman El Shirazy is carried out, educators (lecturers / teachers) need to know the student's interest in the novels. This is done to obtain an initial description of the students' abilities and interests in reading novels. Then direct the students to make questions about the biography of Habiburrahman El Shirazy, in the following order (1) as a student of the Indonesian Language and Literature Education study program, have you done reading novel activities ?, (2) Since when did you

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recognize the novel ?, (3) ) if you have made it a habit to read novels, then what genre do you like? (4) and how far did you go? Is it only as a course workload or as a part of forging oneself for prospective education practitioners, (5) if it is a course workload, what do you expect and are there suggestions from you, (6) as a newcomer to the repertoire of Indonesian literature, especially literary works for the Islamic literary genre, do you know about the writer as Habiburrahman El Shirazy, how is his biography? Do you describe how the creative process has been from the beginning to the present?

This action aims to arouse students' schemata about novels. The generation of student schemata at the beginning of lectures aims to explore students' literary experiences by connecting with the theme of the novel that will be read. Schemata generation activities according to Rhodes & Marling (1998: 152); Tompkins (1991: 165) can be done through illustrations, general description, charts, headings, question subtitles, and summaries before reading. Furthermore, according to Piaget (in Suparno, 1997: 31), schemata generation is a process of cognitive assimilation by integrating new perceptions, concepts, or experiences into schemes or patterns that already exist in the minds of students.

### 3. Critical Reading of Habiburrahman El Shirazy's views in the Api Tauhid's novel

Read critically the views of Habiburrahman El Shirazy in the Api Tauhid's novel, by looking at the phenomenon of the Islamic fiction writing tradition. The tradition of writing Islamic fiction cannot be separated from the existence of the short story magazine Annida and the writing organization of the Pen Circle Forum. Habiburrahman El Shirazy in his early journey as a writer was a member of the Cairo branch of the Pen Circle Forum in Egypt.

From here, students were directed to make questions about what is Pen Circle Forum, Annida magazine, and who is Helvy Tiana Rosa, Asma Nadia, and Maimon Herawati?. In the next step, directing students about the works of Habiburrahman El Shirazy. As a writer who always raises Islamic themes, how many has been published as novels and how many has been filmed? In this activity students are invited to describe the novels that has been published, starting from the first published novel, the year it was published, and the name of the publisher and the novels that have been filmed.

The phenomenon of the emergence of the Islamic genre of fiction tradition is a continuation of the development of the secular tradition or sexual fiction. The presence of Islamic fiction is considered to offer a new literary discourse in the midst of the tendency of Indonesia's fiction writing tradition to become increasingly secular, which prioritizes sexual discourse. The presence of secular fiction or sexual fiction is marked by the emergence of Ayu

Utami's "Saman", followed by the novel "Ode for Leopold Von Sacher Masoch" by Dinar Rahayu, and Djenar Mahesa Ayu's short stories, such as "Don't Play with my Genitals" and "They Say I'm Monkey." In this action, students are invited to describe with evidence of data in the form of monologues, dialogues and supporting references about the novel *Api Tauhid*.

The next stage is to dig up data about the presence of Islamic fiction. The presence of Islamic fiction can have an impact on the formation of the religious character of a nation because issues related to human understanding of religion and all forms of its teachings can be used as a source for the creation of literary works and these works by readers can be used as a source of knowledge, understanding and inspiration for life and life, and data sources are monologues, dialogues, discourses on Islamic fiction.

The final stage is to collect data on critical views of the author's ideology. Habiburrahman El Shirazy's works is not just Islamic romances, but ideological works that criticize the times and offer solutions. Not only the first layer (Islamic romance), the *Api Tauhid*' novel brings readers deeper into the second layer (ideology of post-Islamism). Through the historical traces of Badiuzzaman Said Nursi, this ideological layer is tied. That Islam is *Ad-Dien* which includes everything, from the individual to the political attitude of the state, is confirmed through this novel.

#### 4. Reading Critical Characteristics in the *Api Tauhid*'s Novel

Habiburrahman El Shirazy was working on the *Api Tauhid*'s novel with an innovative methodology in introducing the exemplary story of the great scholar Badiuzzaman Said Nursi. Where the story is presented beautifully, it is served overlapping with the current love story (remember Fahmi's love story with Nuzula, that is the meeting between Fahmi and Aysel in Turkey) while still referring to the example of Said Nursi.

At this stage, students are invited to respond to the following statements, (1) How do you respond to the above statement? (2) The *Api Tauhid*'s novel fits perfectly with the development of the Islamic world today. On the one hand, today the Islamic world is faced with the problem of radicalism and the blurred orientation of civilization, on the other hand, new developments emerge with the presence of the Islamic world as a promising alternative economic and political power in the world.

The prediction of the presence of a new world economic power spearheaded by countries such as Mexico, Indonesia, Nigeria and Turkey, is an exciting future phenomenon. The *Api Tauhid*'s novel is a kind of reading reflection on the struggle to build a future Islamic civilization and fill the souls of civilization fighters. From this statement, students are invited



to respond to the statement. Where, the Api Tauhid's novel presents the spirit of struggle, devotion to knowledge and people, friendship, and understanding between civilizations.

The ability to relive the events behind the influential and miraculous figure of Badiuzzaman Said Nursi is the main attraction of this novel. At this stage students are directed to respond to the above statement by elaborating the data about the concept of the character Said Nursi, in the novel Api Tauhid.

The final stages are (1) how the concept of Fahmi, Arselan and his family, Fahmi's father and mother, in a story in Lumajang's hometown, (2) how the conceptions of Fahmi, Subki, and Ali when studying in Medina and Cairo, and (3) what is Fahmi's conception of the struggle of Badiuzzaman Said Nursi in Turkey and the Islamic world in generally. By exploring supporting data in the form of dialogue narratives of these characters in the Api Tauhid's novel, as well as exploring other supporting references.

#### 5. Critical Reading of Badiuzzaman Said Nursi

Through the sincerity of Badiuzzaman Said Nursi's struggle, the fires of the religious proselytizing struggle in Turkey continued to burn and their influence began to be felt by the world community. At this stage students are invited to respond to the above statement and find supporting data in the form of monologues, dialogues, and discourses that support the Api Tauhid's novel that has been read, then dig up data about the figure of Badiuzzaman Said Nursi about his progress and what are the books. books of his works.

### Conclusion

Exposure to research results and discussion of research results can be concluded that the critical reading of this novel can improve the ability of students to read critically of novels. The increase in critical reading of the Api Tauhid's novel by Habiburrahman El Shirazy can be seen in the improvements experienced by students in terms of the process, namely (1) generating schemata about novels, (2) question-and-answer process, (3) investigating the Api Tauhid's novel by Habiburrahman El. Shirazy, (4) compiled questions that led to the Api Tauhid's novel by Habiburrahman El Shirazy, (5) concluded and recorded the findings in a table list in Habiburrahman El Shirazy's the Api Tauhid's novel, (6) reported the findings, and (7) responded to the results work in group.

From the research results, it can be seen that students' enthusiasm, participation, and cooperation. This increase was due to (1) novel titles to generate student schemata, (2) guiding students to investigate novels, (3) providing concrete examples in composing questions that lead to novels, (4) forming groups, (5) giving clear assignments to students, (6) giving the

opportunity to students who are still afraid and shy to express their opinions, and (7) giving applause to every student who dares to express his opinion.

Based on some of the limitations described, it can be concluded that critical reading is a reading activity in which when reading the reader is mentally actively involved in processing the material he is reading. Activities to process the material include activities to understand critically, apply critically, synthesize critically, and evaluate critically.

In this discussion, literacy has more to do with the concepts of reading and writing. Therefore, the literacy culture referred to in this paper is more about the culture of reading and writing.

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