# Literacy Culture of Islamic Education Teachers in Senior High School of Bengkulu City

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**Abstract**

The present article is aimed at revealing and analyzing the literacy culture implemented by Islamic education (PAI) teachers in Bengkulu city. This study explores and analyzes the problem qualitatively. The method used in collecting data is deep observation of 37 SMA(s) in Bengkulu city. In addition, interviews and surveys were also used by distributing questionnaires to representatives of PAI teachers from 37 SMA/SMK when they were invited to attend a workshop on enhancing literacy culture for PAI teachers. After collecting the data, it was analyzed with the Miles and Huberman style flow model, namely data collection, data reduction: the presentation of data in the form of a percentage of indicators of low reading and percentage of written papers made by PAI teachers; and conclusions. The results showed that literacy culture of PAI teachers, in the context of the habit of reading scientific books and writing scientific papers, was a relatively low. This is influenced by the lack of practice and habit of writing scientific papers such as PTK. The use of digital media such as e-book applications, e-learning, and google shcolar for learning is also low. However, teachers always tell students to visit the library to read books when assignments are given. It was followed that the literacy culture of PAI teachers in Bengkulu city is quite good, but the utilization of digital literacy is still low.

**Keywords:** digital media, electronic books, Islamic education teacher, literacy culture

## A. Introduction

One of the countries called developed countries can be seen from the level of education. The high level education and reading makes quality human resources (Hidayat et al., 2018). The development of literacy in Indonesia from year to year has been at low position compared to other countries. Indonesian education will advance if the educators are professional and dedicated educators and educational staffs are needed in the learning process in the 21$^{st}$ century (Bachtiar, 2016).

The results of the PISA (Program for International Student Assessment) observed in 2000 of 41 countries stated that Indonesia was in the 39$^{th}$ level for reading and mathematics ability, while the scientific ability was in the 38$^{th}$ level (Chaterine, 2019). In 2003, the reading ability of Indonesian students briefly rose to the 29$^{th}$ level, while their mathematical and scientific ability remained at the 38$^{th}$ position. Then, during the last three survey periods when followed by 65 countries in 2009, PISA revealed that the reading competence of students in Indonesia was at the rank of 57th, the 61$^{th}$ of mathematics, and the 60$^{th}$ of science. Unfortunately, in 2012, the ranking slipped back to the 61$^{th}$ level in the field of literacy, the 65$^{th}$ level for mathematics and science. In 2015 when the PISA survey involved 72 countries, the total number of Indonesian literacy skills was in the 66$^{th}$, in the 65$^{th}$ of mathematics, and in the 64$^{th}$ of science (Widodo & Ruhaena, 2018). Based on the survey it was concluded that for eighteen years the ability of Indonesian students had not changed in comprehending reading, counting, or thinking scientifically.

The last survey was conducted in 2018 which measured 600,000 children aged 15 years from 79 countries. In this survey, again the reading ability of Indonesian students occupies the lowest position, which was ranked 72$^{nd}$ with an average score of 371 from 78 countries surveyed (Chaterine, 2019). Responding to this problem, Minister of Education and Culture, Nadiem said that the PISA survey needed to be used as a perspective in learning success. He added that it is very important because it will be an insight and angle to something we are not aware of. Therefore, the decline in reading scores of Indonesian students does not need to be ruled out, but rather must be packaged into positive news to stimulate students' enthusiasm for learning. Our homework is to equalize the number of teachers, to improve the quality of teachers, and resources (Chaterine, 2019).

The last Ministry of Research, Technology, and Higher Education, Muhammad Nasir, was afraid of  reading literacy development in Indonesia. Its care of reading due to low literacy achievement of Indonesian students in many places.  As reported by Chief of Development Forum for Indonesian Literacy Culture, Satria Darma, literacy culture of Indonesian people has tangible left behind other contries in the world. He added that many teachers and educational officials have not understood what literacy was, while presenting in an international seminar at Jogya Expo Center. Ironic report of the Programe for International Student Assesment (PISA) research stated by Satria is that literacy culture of Indonesian people in 2012 has been the second worts from 65 countries in the world; Indonesia took the 64$^{th}$ level from 65 countries while Vietnam in the 20$^{th}$ order (Permatasari, 2015). At the same time, PISA put position of Indonesian student reading in  the 57$^{th}$ level from 65 countries observed. In addition, the statistical data of UNESCO in 2012 showed that reading intersest index in Indonesia achieved 0,001 that means there is only one person in every 1.000 people has an interest in reading (Kharizmi, 2017).

One of the goverment respons to face globalization era and importance of literacy is creating programme of school literary movement (*Gerakan Literasi Sekolah*, GLS) implementably applied in verious schools in Indonesia. Based on the *Buku Saku Gerakan Literasi Sekolah*, Guided Book for Literary Movement in School the concept of literacy should be on sixt categories, namely (1) beginner literacy, (2) elementery literacy, (3) library literacy, (4) mass media literacy, (5) technology literacy, and (6) visual literacy (Wiediarti & Kisyani, 2016). Hoggart (2017) suggested that elementery skill of literacy including reading, writing, and counting are not appropriate enough to overcome literacy problem. It needs a certain skill that Hogart mentions a *critical literacy* in involving globalization era actively. In the recent open digital era, it is an imrprtant literacy aspect should be owned by young Indonesian generation in order to filter news of both common information and social media status (Benaziria, 2018).

Reading culture in many developed nations tends to high. They will read everything as their partner wherever and whenever. Reading is something needed not only to improve their knowledge but also to enjoy the book. Hence, it stands to reason if there is a foreigner reading book, magazine, novel, or other interested reading in our country while traveling and walking around many places. A phenomenon we can see in many places such as in bus station, airport, or beach is that a foreigner always reads a book. This is different from Indonesian people who do not always bring any books while traveling and walking around tourist places, even they do not "usually" read the books in their home. The Film of *Tom and Jerry*, for instance, despite as a funny cartoon film, necessity to read in the plot of story is explicitly shown. Tom (cat) usually opens a book as its strategy to trap when it will catch Jerry. This funny film indicates that reading tradition in such America and Europe has been running well until now and on. It is different from Indonesian film that reading aspect is not important thing to be involved.

Reading is a need for all. In a view of coming era of globalization where the world has become a global village, many people in our country should read all things in accordance with scientific and technological advancement. The need is a must for all, even for teacher in senior high school. Unfortunately, arising electronic and communication technology throughout the world, they have been hypnotized by use of technology so that they like take a lot of information come from internet better than getting information by reading books conventionally. Spirit to read or extremly we can say "reading culture" among teachers in Islamic studies of SMA in Bengkulu city should be observed. This observation is very important due to as educator and social change agent, teacher should be pioneer in reading and literacy culture for all people especially for Bengkulu society.

## B. Research Methodology

This study is a qualitative research in nature. The observation method is used by researchers to find data about authentic assessment conducted by Islamic education teachers at SMA of Bengkulu city. The participants in this study were teachers in SMA (Senior High School) and SMK (Vocational High School). Part of them are civil servent status and the others are private teachers with foundation teacher status as well as temporary non-permanent private teachers. Viewed from the qualifications of education, all of them are undergraduate education and even three people who have qualified as masters of PAI.

The method used in this study is observation, questionnaire, and interview in literacy culture workshop. In carrying out these observations, researchers can take on various possibilities, namely holding free observations that are not bound by time. In addition,

researchers may make observations to find out the frequency of a phenomenon but can also with the aim to be able to give the position of the phenomenon on a value scale. Adopted the statement from Surrakhmad (2008) that the researcher carries out (1) informal notes and (2) rating scales, and (3) checklist.

Other data collection technique used in this study isquestionnaire and interview. Both are given to the PAI teachers in a workshop program entitled *"Penguatan Budaya Literasi bagi Guru PAI se-Kota Bengkulu" (*Enhancing Literacy Culture for Islamic Education Teachers in Bengkulu City). 37 PAI teachers PAI invited in the workshop were given quetionnaire to find out frequency of using digital media and school library in teaching and learning interaction. The type of interview used is in the form of unstructured interviews. This unstructured interview technique is used with the intention of making the respondent answer freely according to his mind and heart. Respondents spontaneously and straightforwardly can say everything they want to say. This interview method is basically used to clarify and complete the data obtained from observation activities so that researchers get a broader picture of the implementation of authentic assessment of student learning outcomes conducted by PAI teachers in high schools in Bengkulu City.

The data analysis technique used in this research is descriptive qualitative. There are four steps taken in qualitative descriptive analysis techniques, namely data identification, data classification, data presentation, and conclusion drawing. In the identification process, the data that has been collected is reduced. Required data is selected, while unnecessary data is set aside. The data chosen in this data reduction activity are the main things that are relevant to the focus of the study

## C. Finding and Discussion
## 1. High School Teacher's Recognition toward Literacy Culture in Bengkulu

In In the Javanese language, teacher—"GURU"—has an acronym *digugulanditiru*, meaning that it is trusted and emulated so that the teacher's activities will be emulated by their students. Because the teacher is as an educator and a teacher, students not only imitate how to solve academic problems, but will also imitate the teacher's attitude in matters that support education. Likewise, a teacher who actively participates will certainly be imitated by a small portion or a large portion of his students. So, the teachers have demands to improve the quality of education (Suprahatiningrum, 2014).

Teacher is not just to teach the students, but she/he has to educate the students behave, be good, be honest, and be able to develop their potential (Asnawi, 2012). Teachers who are active in writing literature and writing articles, for example, will be followed by students. Conversely, a teacher who only gives writing lessons but he has never written or produced literacy works at all, of course; only gave lessons in class, will influence negative thing in literacy because literacy activities are not merely theoretical but rather real work in real daily life.

The teacher's writing ability has been an effect on students' passion in literacy. Logically, they are the driving force for the passage of literacy in schools. They must be able to make literacy. The most important thing is that they are able to lead students passionate in literacy activity. At the very least, the teachers were able to give examples of living the library by frequently reading and borrowing library books. Students will be more happy to accept new things conveyed by the teacher from the reading results. With this habit, teachers will look "up to date" in the eyes of their students.

Literacy is not only reading and writing activities, but also an activity to develop a reasoning activity such as forming "Kelompok Ilmiah Remaja (KIR: the Youth Scientific Group), literary groups, calligraphy, and theater. The teacher must have skills in one of the literacy fields. This can be done, for example, by collaborating with teachers from other schools. Hence, the important thing is how the teacher's idea of acting as a motor for the School Literacy Movement can be implemented.

Suragangga (2017) said that the low level of teacher literacy is inseparable from the culture of Indonesian people who are more dominant towards speaking cultures. This is exacerbated by the lack of confidence of the teacher in the results of his writing. Generally, they feel that their work is not good enough to be read by the public or by their students, even though they always improve the writing as they know as possible.

Alwi —a teacher of Islamic education in SMA 7 of Bengkulu City— admitted that she felt the difficulty of writing. It happened when the birthday of the school where he taught. Alwi said that he wanted to present a book written by 60 teachers. Until the specified deadline, six or seven teachers had not yet finished the script and the plan was finally canceled. Alwi considered that literacy is very important for improving teacher competency. An educator must read regularly in order to have extensive knowledge with diverse vocabulary to deal with various types of students and advances in science and technology.

Based on the decision of the State Minister for Administrative Reform Number 84/1993 concerning the teacher's functional position and credit score, and the Joint Decree of the Minister of Education and Culture and the Head of BKKN Number 0433/P/1993, Number 25 of 1993, there are many activities that support teachers's career ranks and their professionalism or usually called professional development activities. One of the five professional development activities is writing scientific paper which is usually called *Penelitian Tindakan Kelas* (PTK = Classroom Action Research). This activity is very necessary because it has a credit score which is one of the mandatory requirements for the increase in level IV/a to IV/b. Seeing the issuance of Permenegpan No. 16 of 2009, it is expected that there will be a fairer and more professional appreciation of the rank of teachers as a profession acknowledgment that will have an impact on improving their welfare. In the context of improving the quality of education, this requirement is expected to encourage teachers to be able to improve the learning process in their classrooms.

Some external difficulties according to the teacher's recognition are (1) lack of information about everything relating to scientific papers or classroom action research (PTK); (2) difficulty in finding someone to ask questions as a supervisor in writing; (3) difficulty in obtaining reading material or literature; and (4) bureaucratic process. The first difficulty is seen from the number of teachers who do not understand the types of scientific work. The second difficulty is dealing with the recognition of high school teachers in the city of Bengkulu stating that both the school principal and supervisors experienced the same thing, which was hampered by a career because they had not succeeded in writing the scientific work. Hence, being able to meet with tutors, resource persons or people who can be used as a place to consult to write scientific papers is a rare opportunity. Related to the third difficulty, the supply of reading books for teachers in regency/city level conditions is much different from that in the capital region. The teachers finally only rely on readings from school libraries or regional libraries that are incomplete.

So that teachers can continue to improve their careers, eventually they pay someone to make their scientific work. This was admitted by one of the Bengkulu City High School 5 teachers who frankly asked someone to make a report of classroom action research for the sake of his career promotion. Apart from the reasons above, being lazy and not accustomed to writing scientific papers is another dominant reason. By paying an amount of money between three to five million, reports of scientific papers are completed without research. Ironically, the scientific work is far-fetched and lie which is actually very much avoided by the educated.

## 2. Digital Literacy Culture

Many teachers must realize that education media is growing rapidly. Media and other learning resources are developing in such a way as a world is increasingly globalized. The globalization causes countries in the world to evolve into global villages, and also world citizens become global citizens. That is, children born in the 21st century will turn into "digital humans". They are millennial people who are very familiar with the field of technology, information, and communication.

In the context of education, learning systems must follow the development of information technology. This is because educational institutions are the users who use the most information and communication technology. Hence, conventional learning media slowly began to lag far back. This means that the teacher as the main actor in learning must master the technology. Teachers should not be irresponsive for this challenge, but they must be smarter than their students in responding to the increasingly rapid development of technology. They should not have a term of "TBC" (Tidak Bisa [C]omputer= unable person in using computer) or term of "Gaptek" (Gagap teknologi= technological failure).

Warto (2018) said that technology as a form of physical culture carried out by scientific activities will affect the cultural system and the system of social life. Therefore, the learning community (teachers and students) absolutely must utilize digital facilities in the teaching and learning process. Moreover, the use of technology has the potential to make students quickly satisfied with the knowledge they have acquired so that they assume that what they get from the internet or other technology is the most complete and final knowledge.

How should the teachers do in facing this technological development? Of course, They must be a digital literate figure. (Benaziria, 2018) reveals that digital literate teachers are teachers who have the ability to (1) access, (2) manage, (3) integrate, (4) evaluate, (5) analyze and (6) synthesize digital resources in teaching and learning interaction. In addition, Nur (2019) explains that a teacher can be regarded as digital user if has capable of accessing, managing, evaluating, and making information then disseminating it to others. Darwadi (2017) revealed that the suitable indicator of teachers's well-digital culture lays on accessing, analyzing, evaluating, and communiting the browsed information searched from internet. The competence in accessing information is dealing with teacher's ability to browse various information in cyberspace by understanding keywords of information sought and understanding the right search engine for downloading various articles and learning videos. In accessing the information, Kurnianingsih (2017) recommends that teachers should use the search features provided by Google such as Google Scholar, Google Classroom, e-book portals and e-learning created by the Ministry of Education and Culture, e-resources created by PNR1, and various personal portals or institutions that provide a number of reference books.

PAI teachers in Bengkulu city have found many obstacles in utilizing digital media that are widely open in cyberspace. Some facts that can be found after the survey are that there are 13 people (35.13%) of 37 PAI teachers representing high schools in Bengkulu city who often use the internet in learning with their students. The use of the internet is in the form of searching articles or Islamic study portals that are traced through the Google browser for Islamic legal material (fiqh). The majority of respondents said that to seek fiqh issues completely covered with the proposition of the Qur'an or hadith such as the menstrual law of women who live in mosques or how to calculate the distribution of inheritance, they trace it by opening several Islamic study portals, sharia consultation columns, or scientific articles written by Muslim scholars or researchers. Such a step is considered easy and efficient because the teacher can immediately find the answers dealing with Islamic studies needed as supplementary material for learning. Thereby, Islamic propositions and fiqh arguments put forward in the digital presentation are considered to be quite comprehensive and responsible.

Table 1: Internet access as teaching material

| To access literatures and Islamic content via internet as teaching material | | |
|---|---|---|
| Never | 5 | 13,51 |
| Sometimes | 19 | 51,35 |
| Often | 13 | 35,14 |
| Total | 37 | 100 |

The ironic thing is that teachers are not familiar with internet access. A number of reasons that arise are no hot spot network facilities, slow wifi network, and there are still some schools that do not have internet networks. As a result, teachers rely more on conventional learning media than digital media. The development of Islamic knowledge is certainly not accessible and absorbed by teachers and students. In fact, the religious digital literature and media that can be visited freely contain contemporary Islamic content that can enrich very interesting insights. If such digital media is shared to their students, they will feel happy and find something new.

The use of references and digital literature might become an attractive alternative learning media for high school students in the city of Bengkulu if the teacher always access the internet. This is important because the millennial generation is the digital one. One of the results of Nur, (2019) reported that 70% of Madrasah Aliyah students in Bandung turned out to be bored with religious reading sources came from books. They prefer to read literature that comes from the internet with the reasons more interesting, not boring, and more dialogical. If conducted a survey toward the high school students in Bengkulu, it will probably produce a result with not much different. Therefore, it is important for PAI teachers to frequently access religious knowledge from the internet sourced from competent and accountable scholars.

Searching the teaching materials, the 13 PAI teachers in Bengkulu city also often open the internet to find lecture material and "khutbah Jumat" (Friday sermon). They consider that the search through "Google Ustad" is a surefire solution in the era of this all-sophisticated. They can download and obtain the materials easily while sitting on the chair and drinking coffee before leaving for the mosque for the Friday sermon. According to Setyaningsih & Prihantoro (2019) showed that activity will have positive and negative effects. The positive side is that technology can help the needs desired by the teacher, while the negative side is the emergence of information whose truth is not necessarily accurate. Therefore, according to him, the teacher

must do the "tabayyun" or verify the accuracy of the information by checking the credibility of the informant who wrote, that is, take the clear and discard the murky thing.

### 3. Jurnalistic Literacy Culture: a Virtual Displacement

As well-educated people, teacher is a figure with scientific competence and truth information. The teacher should be capable of filtering and providing correct information because he/she is a document of knowledge information that will be shared and followed by the students. If the teachers do not update the spreading information around many people in the world, they will be embarrassed by their students because in the current era of globalization they always follow and understand the developing information through their gadget and android.

Khoirurrosyidin (2018) revealed that the impact of the mass media is very attached to the community. He gave an example of how junior high school students in Ponorogo are so familiar with the phrase "ora opo-opo" which is commonly used by Jokowi on television when the campaign in 2014. When the teacher says "never mind", the students immediately answer "ora opo-opo" which is then followed by laughing together. The development of terms, vocabulary, and jargon circulating on social media such as Facebook, Watsapp, YouTube, and Instagram was more quickly accepted by the public than on television. Therefore, the information that develops in social media will quickly spread throughout the world to the corners of the countryside. In the context of the current covid-19 epidemic, for instance, people will quickly find out and understand the viral terms such as suspect, lockdown, social distancing, ODP, corona virus, PSBB, and ODP.

The core of journalistic materials is discussion of news content delivered to the public. The information content as public consumption will be freely absorbed because the published news will be open and free of value. Anyone will judge the contents of the news from different angles and this will have an effect on the behavior of the news recipient. When the news has become a product of knowledge, the readers will imagine to direct the positive and negative values obtained. Therefore, Suda (2014) suggested that news content must be in the form of truth and facts that must be published as soon as possible. By referring to the model of the Qur'an in delivering news, Sauda explained that the way of the Qur'an conveys religious messages is by conveying the stories of previous prophets that can be traced trough the truth in other holy book documents and accountable historical facts. Seeing the importance of a truth message, the Qur'an has a special letter called an-nabâ which means true news.

If digital literacy is aimed at using communication and information technology as a learning medium, our teachers are not ready. Gatot Suharwoto, head of the Center for Information and Communication Technology at the Ministry of Education and Culture, as reported by Maharani (2018) said that 40% of non-teaching ICT teachers were not ready with technology. In the use of instructional media, teachers prefer to use conventional media such as books, textbooks, or modules.

In the workshop on strengthening literacy culture which also carried out a survey of 37 PAI teachers in Bengkulu city regarding the habits of using printed media, the following results were obtained.

Table 2: Use of printed media

| Frequency of PAI teachers's in reading newspaper | | |
|---|---|---|
| Often read | 10 | 27,03 |
| Sometimes read | 19 | 51,35 |
| Never read at all | 8 | 21,62 |
| Total | 37 | 100 |

The data above shows that PAI teachers in Bengkulu city have left many print media as reading material. This means that they prefer to read online media which are currently easily spread through social media such as Facebook, Watsapp, Instagram, and YouTube. It seems that, recently, the community including the PAI teachers studied prefer to look for sources of information obtained easily, cheaply, and quickly. That all can be found when they open facebook or watshapp which is shared by their friends in the virtual world. Nowadays, any news can easily become a viral worldwide to the world due to easy access to Facebook and WatShapp. Lotan (2019) states that a survey of the Indonesian Internet Service Providers Association (*Asosiasi Penyelenggara Jasa Internet Indonesia*= APJII) shows that as many as 129.2 million (97.4%) internet users in Indonesia make social media the most frequently accessed type of content. The use of social media in this country is so massive and extends throughout rural area. The gathering of millions of Muslims at the Jakarta Monas on 2 December 2016 in an Islamic defense action due to religious defamation carried out by Ahok (Basuki Tjahaya Purnama) according to Syahputra (2018) that the result of news spread easily and quickly through social media such as watshapps and facebook massanger.

As a result of easy access to virtual news, the habits of teachers reading magazines, newspapers, and printed tabloids become lazy. Because what is read is also instant, the duration of reading is also short. Many PAI teachers's comments showed that there is no reading the newspapers as usual for a long time while sitting in a chair and drinking tea. In addition, regular newspapers that are stored on school desks are no longer read in turn. They perceive that it is enough information and news shared on social media and no longer subscribe to buying newspapers due to their growing rapidly and freely through social media.

The phenomenon of the development of social media results in the number of print newspaper circulation shrinking on the distribution in large numbers. Several newspapers also provide access to online portals that can be read freely such as kompas.com, metronews.com, detik.com, and Republika.co.id. The news sourced from these online newspapers can be accessed for free with only an internet quota that sometimes appears on the Facebook homepage shared from online friends.

## 4. Role of PAI Teachers in Optimizing School Library

Islamic Education has become a national agreement with the existence of legal provisions that explicitly guarantee and require an Islamic education in every level of education (Ismail, 2016). It is associated with various elements of life and it is also through education that humans can grow and develop properly (Subhan, 2013). Thus, what is expected from Islamic Education is that education based on Islamic values will guide Muslims towards total devotion to Allah, through the actualization of Islamic teachings in various aspects of life (Bararah, 2014).

Teachers are no longer the only one sources, so that the variety alternatives learning resources can shape learning situations that are more active and in-depth because educators

have become mediators of new sciences (Lince, 2016). Moreover, Amin (2014) claims that the process of Islamic learning is closely related to previous texts and expert opinions, so Islamic education educators should be able to relate to the existing reality and have many sources of learning support.

The school library is the one of vital medium in an educational institution to support learning sources. The existence of libraries in all educational institutions becomes the spirit of the continuity of the teaching and learning process both in universities and in high schools. Schools and colleges which do not have libraries, of course, will have very poor quality and low accreditation. In addition, Mansyur (2007) said that the library is a vital infrastructure in organizing education. It is a pillar of an educational institution based on Law No. 20 of 2003 concerning the national education system (Suhendar, 2014).

To realize the school literacy movement, the Governor of Bengkulu, Rohidin Mersyah (2019) requested that all high schools/vocational schools in Bengkulu province be able to optimize the role of the school library in order to increase the students' knowlagde as well as their quality. The concrete support for optimizing this school library, the governor helped 110 high schools/vocational schools in Bengkulu province by providing 5 shelves and a lot of books. The governor's hope is the students can get used to reading books as a source of knowledge. In addition, the aid is also a stimulus for stakeholders of educational institutions including school principals, education offices, and teachers to pay attention to the fate of the reading culture of the nation's people who are currently defeated by the use of social media.

What is the role of high school Islamic teachers in Bengkulu City in fostering students' enthusiasm in reading? Seeing the results of interviews with PAI teachers, collected information related to the fiqh issues, for example, revealed that teachers were accustomed to giving assignments to their students to seek answers in the library. PAI teacher in SMA 1 Bengkulu, for example, always assigns assignments to students to be discussed next week. He cited examples of material about kewajiban *salat Jumat* (obligation for Friday prayer), *syarat khatib* (preacher requirement), and *rukun khutbah* (pillar of sermon) for second year high school students. The method of Imlan's discussion in answering his findings's students is by bringing them to the library to discuss the materials and make an answer-question learning. In this context, Imlan has applied the inquiry learning method, which is encouraging students to independently develop scientific study (Wiediarti & Kisyani, 2016).

Some teachers believe that the library is very important in supporting the success of learning. Giving tasks as has been done by Imlan above has proven the role of libraries in learning; by providing opportunities for students to find their own solutions. Besides, a teacher from SMA 7 Bengkulu often uses the library as a learning resource. In fact, utilizing a lot of books and other scientific references, the students of SMA 7 Bengkulu can also use their digital library. The teachers in SMA 5 and SMA 8 stated that their students were very happy and satisfied with the involvement of library in in Islamic studies learning.

Presentations on the experience of using the library as a source of learning in increasing student literacy were delivered by teachers in a workshop on enhancing literacy culture for PAI teachers in Bengkulu city which was held by researchers on 10-12 October 2019. The PAI teachers were invited to the workshop of literacy culture intended that they can direct their students to always read the correct reading sources to increase their insight knowledge and also to ward off hoax news that is circulating in social media irresponsibly.

The use of librariy school by students is indeed very pragmatic intention according to their needs. The Students visit the library to read and seek learning materials when there is a special intention needed. If there is no expected interest, they tend to rarely visit the library and only occasionally visit it. This seems to be the influence of the teacher's role in library utilization. The following survey results explained that there were 28 PAI teachers (93, 33%) (from 30 PAI teachers in Bengkulu city who attended the workshop) often asked their students to visit the library to do their work, 25 teachers (83.33%) told their students to visit to the library at leisure, and 9 teachers (30%) ask their students to visit the library every day.

Table 3: Survey for 30 PAI teachers followed the workshop at last session

| Utization of library shcool | Frecquency | % |
|---|---|---|
| The teachers asked their students to visit library school if there is an academic task | 28 | 93,33 |
| The teacher asked their students to read books in library school at leasure | 25 | 83,33 |
| The teacher had their students read visit library school every day | 9 | 30 |

The table above describes that the role of Islamic education teachers in using the library as a literacy culture movement is already quite high. Meanwhile, they still do not give direction to their students to visit the library even though the students do not have specific goals and needs. However, the efforts of the PAI teachers in Bengkulu city have had enough influence on the literacy culture in schools.

## D. Conclusion

Above PAI teachers in Bengkulu City really understand that literacy culture is very important for all. The teacher's understanding concluds that the civilization of a nation lies in the high culture of literacy. If someone is accustomed to reading books, mastering information technology, and able to respond to the development of digital media & social media as well as possible, literacy culture will be realized and human civilization will be achieved.

The results of this study indicate that the ability to write scientific paper of PAI teachers in Bengkulu city is still very weak. They are very difficult to compile scientific papers in the form of Classroom Action Research (PTK = *Penelitian Tindakan Kelas*) reports, and scientific articles published in scientific journals. These difficulties are due to the lack of habituation and practice of writing scientific papers. In the case of searching for digital media as a reference in teaching, it was found that the teachers still do not utilize digital media. There are only 13 teachers (35.14%) who often refer to digital media such as e-books, google scholar, and e-learning created by the Ministry of Education and Culture. Meanwhile, in the use of libraries, PAI teachers often ask their students to read books in the library to answer the assignments. However, the teacher is very less telling students to visit the library every day (30%).

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