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## Blended Literacy: Post-Pandemic Literacy Strategies at Integrated *Madrasah Tsanawiyah*

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### Abstract

Due to the post-pandemic, *madrasahs* need effective literacy strategies to cope with the challenges posed by the situation. While some *madrasahs* may have implemented these strategies, they may be constrained by common issues. This study aims to analyze blended literacy activities to improve the literacy program at Integrated *Madrasah Tsanawiyah* after the Covid-19 pandemic. This research used a qualitative approach with a case study type. Data were collected through observation, interviews, and documentation. The data was analyzed by organizing, reducing, and interpreting data. Based on the study results, it is evident that the blended literacy strategy used at Integrated *Madrasah Tsanawiyah* combines offline activities (print-based and face-to-face) and online activities (technology and internet-based) in student literacy activities, both within and outside the *madrasah* to improve the quality of *madrasah* literacy. This study can provide a framework for other *madrasahs* or educational institutions to develop their blended activities literacy programs, particularly during times of crisis when traditional teaching methods may not be feasible.

**Keywords:** Blended Literacy Activities, Literacy Strategy, Students Literacy.

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### Introduction

The Covid-19 pandemic has impacted many things, including education. The most obvious impact is the increase in online learning activities from face-to-face to electronic and internet-based learning.<sup>1</sup> Various online learning activities are introduced so that teachers can manage the class well, including through learning integration, activation in

<sup>1</sup> Abdelsalam M. Maatuk et al., "The COVID-19 Pandemic and E-Learning: Challenges and Opportunities from the Perspective of Students and Instructors," *Journal of Computing in Higher Education* 34, no. 1 (2022): 21–38, <https://doi.org/10.1007/s12528-021-09274-2>.

learning, democracy, and applications for optimal learning at home.<sup>2</sup> Although this virtual learning is considered to solve the problem temporarily during the spread of Covid-19, it still leaves a problem when students are allowed to return to school for face-to-face meetings as the pandemic conditions improve.<sup>3</sup> The obstacles faced include motivation,<sup>4</sup> engagement,<sup>5</sup> and participation of students during lesson hours.<sup>6</sup> It indicates that transitioning from full-online to face-to-face learning makes educational activities readapt<sup>7</sup> and face new challenges.

Some previous studies offer new ideas about post-pandemic learning models, such as the balance between technology and pedagogy, where teachers not only share knowledge with students but also must be proficient in organizing activities following educational objectives through increasingly developing technology.<sup>8</sup> Other research offers the option of blended learning that combines online and face-to-face activities.<sup>9</sup> The two learning options have allowed educational institutions to innovate in various learning activities and accommodate literacy activities, including aspects of digital technology literacy for teachers and students.

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<sup>2</sup> Roberto Capone and Mario Lepore, “From Distance Learning to Integrated Digital Learning: A Fuzzy Cognitive Analysis Focused on Engagement, Motivation, and Participation during COVID-19 Pandemic,” *Technology, Knowledge and Learning* 27, no. 4 (2022): 1259–89, <https://doi.org/10.1007/s10758-021-09571-w>.

<sup>3</sup> Santiago Iglesias-Pradas et al., “Emergency Remote Teaching and Students’ Academic Performance in Higher Education during the COVID-19 Pandemic: A Case Study,” *Computers in Human Behavior* 119 (June 1, 2021): 106713, <https://doi.org/10.1016/j.chb.2021.106713>.

<sup>4</sup> Maila DH Rahiem, “Remaining Motivated despite the Limitations: University Students’ Learning Propensity during the COVID-19 Pandemic,” *Children and Youth Services Review* 120 (2021): 105802, <https://doi.org/10.1016/j.childyouth.2020.105802>.

<sup>5</sup> Sourav Mohan Saha et al., “Teaching during a Pandemic: Do University Teachers Prefer Online Teaching?,” *Heliyon* 8, no. 1 (2022): e08663, <https://doi.org/10.1016/j.heliyon.2021.e08663>.

<sup>6</sup> Sawsan Abuhammad, “Barriers to Distance Learning during the COVID-19 Outbreak: A Qualitative Review from Parents’ Perspective,” *Heliyon* 6, no. 11 (2020): e05482, <https://doi.org/10.1016/j.heliyon.2020.e05482>.

<sup>7</sup> Chien-Liang Lin et al., “Factors Influence Students’ Switching Behavior to Online Learning under COVID-19 Pandemic: A Push–Pull–Mooring Model Perspective,” *The Asia-Pacific Education Researcher* 30, no. 3 (2021): 229–45, <https://doi.org/10.1007/s40299-021-00570-0>.

<sup>8</sup> Chryssi Rapanta et al., “Balancing Technology, Pedagogy and the New Normal: Post-Pandemic Challenges for Higher Education,” *Postdigit Sci Educ* 3, 715–742 (2021). <https://doi.org/10.1007/s42438-021-00249-1>; Yusuf Hanafi et al., “The New Identity of Indonesian Islamic Boarding Schools in the ‘New Normal’: The Education Leadership Response to COVID-19,” *Heliyon* 7, no. 3 (2021): e06549, <https://doi.org/10.1016/j.heliyon.2021.e06549>.

<sup>9</sup> Rasheed Abubakar Rasheed, Amirrudin Kamsin, and Nor Aniza Abdullah, “Challenges in the Online Component of Blended Learning: A Systematic Review,” *Computers & Education* 144 (2020): 103701, <https://doi.org/10.1016/j.compedu.2019.103701>; Wendy W. Porter et al., “A Qualitative Analysis of Institutional Drivers and Barriers to Blended Learning Adoption in Higher Education,” *The Internet and Higher Education* 28 (2016): 17–27, <https://doi.org/10.1016/j.iheduc.2015.08.003>; Zhaoli Zhang et al., “Identifying Key Factors Affecting College Students’ Adoption of the e-Learning System in Mandatory Blended Learning Environments,” *Interactive Learning Environments* 30, no. 8 (2022): 1388–1401, <https://doi.org/10.1080/10494820.2020.1723113>.

It relates to the national literacy movement, which began in 2016. *Madrasah* education has a similar policy in its development, namely the *madrasah* literacy movement (GELEM). In East Java, this movement started in 2019 and focuses on basic literacy in the form of literacy in reading non-classical books, reading and writing, or reading the Al-Qur'an starting 10-15 minutes before beginning class learning which takes place at all levels of education *madrasah*. The last two studies on the *madrasah* literacy movement occurred during the Covid-19 pandemic. However, both focused on the implementation aspect, yet to link it to the learning process during or after the pandemic. Meanwhile, this study aims to reveal the *madrasah* literacy movement strategy that combines online and face-to-face activities (blended literacy) at one of the private *Madrasah Tsanawiyah* (MTs) in Malang during the post-pandemic period.

## Methods

The study utilized a qualitative research approach to investigate the research problem, with a case study research design. The steps study is based on Yin case study research: plan the research about blended literacy post-pandemic Covid-19; the research design is designed on the case study; prepare the research by preparing to collect data with the instrument (literacy program, literacy activities, and the impact of program); collecting data by observation, interviews, and documentation; data analysis; share the final report.

First, plan research by defining research questions: 1). What do madrasahs face the common literacy challenges after the Covid-19 pandemic? 2). How can blended literacy strategies address these challenges? 3). How effective is the blended literacy strategy in improving the quality of *madrasah* literacy? Then select cases and determine data collection methods, the research conducted in MTs. Terpadu Ar-Roihan Lawang Malang Regency, which had been declared as *madrasah* literacy. Data collection through observation of daily routine activities in a month (including literacy activities and the product results), interviews with five teachers (Indonesia, Arabic, and Javanese) who relate to language and literacy, two vice principals (1 vice principal of curriculum and 1 vice principal of student's affair), and 21 random students on how literacy in this *madrasah* worked, documentation such as lesson plans, assessment results, student work samples, and literacy products.

Data analysis was performed by organizing the collected data in blended literacy activities to the research questions, generating the data by identifying patterns and themes and interpreting the findings by analyzing the relationships between the data and the research

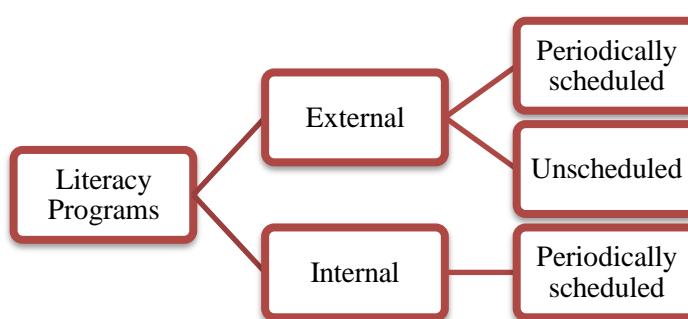
questions. The last step is to prepare the report by describing the research questions and methods. Present the findings and conclusions, including the common literacy challenges faced by *madrasahs* after the Covid-19 pandemic, the benefits of using a blended literacy strategy, and the effectiveness of the design in improving the quality of *madrasah* literacy.<sup>10</sup>

## Discussion

### Blended Literacy Activities

MTs Terpadu Ar-Roihan Lawang has declared to be a literacy *madrasah* since the beginning of the 2020/2021 academic year. Although the Covid-19 pandemic had affected Indonesia then, the declaration as a literacy *madrasah* remained a priority program. The underlying reasons for this *madrasah* to declare being a literacy *madrasah* include: 1). The urge to increase interest in reading and writing among students and teachers;<sup>11</sup> 2). The desire to update literacy supports such as the library and others less representative;<sup>12</sup> and 3) The government programs in implementing the *madrasah* literacy movement.<sup>13</sup>

Some of the successful programs are the creation of *madrasah* bulletins that are carried out digitally, written works that win competitions at the provincial, national, and even international levels, and successfully held literacy competitions to make short stories and storytelling throughout Indonesia in 2022/2023 academic year, also published three books from the *madrasah* principal, four books of a collection of writings from students, one guideline textbook by teachers, and one student guardian who also managed to publish a book with full consultation from the *madrasah* principal.



**Figure 1.** The Literacy Program of 2020/2021 Academic Year

<sup>10</sup> Robert K. Yin, *Case Study Research: Design and Methods*, 5th ed. (SAGE, 2014).

<sup>11</sup> Jacobus Cilliers et al., "Can Virtual Replace In-Person Coaching? Experimental Evidence on Teacher Professional Development and Student Learning," *Journal of Development Economics* 155 (2022): 102815, <https://doi.org/10.1016/j.jdeveco.2021.102815>.

<sup>12</sup> Renee Hobbs et al., "Measuring the Implementation of Media Literacy Instructional Practices in Schools: Community Stakeholder Perspectives," *Learning, Media and Technology*, 2022, 1–16, <https://doi.org/10.1080/17439884.2022.2151621>.

<sup>13</sup> Antoni Widodo, "Implementasi Program Gerakan Literasi Sekolah Di Sekolah Menengah Pertama (SMP)," *Tarbawi: Jurnal Ilmu Pendidikan* 16, no. 1 (2020): 11–21, <https://doi.org/10.32939/tarbawi.v16i01.496>.

The literacy programs planned for the 2020/2021 academic year emphasize fulfilling students' literacy rights. The literacy program can be divided into internal programs (conducted inside the *madrasah* and targeted at community members, including teachers and students) and external programs (outside the *madrasah*).<sup>14</sup> The first is the internal program. Internal programs are periodically scheduled for literacy programs, such as library visiting hours (library program), using digital library applications, reading books as evidenced by book reviews for students, producing madrasah newsletters, reading and writing clubs, and competitions bearing the literacy theme. This program has been scheduled in full along with the person in charge, budget, and targets at the beginning of the *madrasah* academic calendar year.<sup>15</sup>

Second, the external program. External programs are scheduled literacy programs, such as literacy competitions that invite elementary/middle school students from all over Indonesia, or unscheduled ones, such as literacy competitions outside the *madrasah* that students and teachers will participate in. The timing of the match from the organizers is uncertain, so the *madrasah* literacy team estimates the time so students can participate in these competitions. Other external programs were publishing student books and books for teachers and madrasah principals, adjusting to the completion of the manuscripts made by the students.<sup>16</sup>

Literacy activities are a hot issue in Indonesian education today. It is known that in 2018, Indonesia still placed in the bottom position among 78 participating countries.<sup>17</sup> Therefore, a strategy is needed to improve the literacy skills of students in Indonesia, especially during the Covid-19 pandemic. Some successful strategies in literacy during the pandemic include developing modules for digital literacy,<sup>18</sup> learning literacy through

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<sup>14</sup> Alina Kuthe et al., "Strengthening Their Climate Change Literacy: A Case Study Addressing the Weaknesses in Young People's Climate Change Awareness," *Applied Environmental Education & Communication* 19, no. 4 (October 1, 2020): 375–88, <https://doi.org/10.1080/1533015X.2019.1597661>.

<sup>15</sup> Teboho Moja, "National and Institutional Responses–Reimagined Operations–Pandemic Disruptions and Academic Continuity for a Global University," *Studies in Higher Education* 46, no. 1 (2021): 19–29, <https://doi.org/10.1080/03075079.2020.1859688>.

<sup>16</sup> Rizki Janata and Anita Puji Astutik, "The Literacy Building Strategy For Madrasah Branding At MA Darut Taqwa Pasuruan," *At-Tarbiyat: Jurnal Pendidikan Islam* 3, no. 2 (2021): 141–56, <https://doi.org/10.37758/jat.v4i2.260>.

<sup>17</sup> Maimunatun Habibah, "Pengembangan Budaya Literasi Agama Di SMA Negeri 2 Kediri," *Indonesian Journal of Islamic Education Studies (IJIES)* 2, no. 2 (2019): 203–15, <https://doi.org/10.33367/ijies.v2i2.1110>.

<sup>18</sup> Pritika Reddy et al., "Essaying the Design, Development and Validation Processes of a New Digital Literacy Scale," *Online Information Review*, no. ahead-of-print (2022), <https://doi.org/10.1108/OIR-10-2021-0532>.

videos,<sup>19</sup> and assisting the reading movement during the pandemic.<sup>20</sup> Most of the strategies are online-based because of distance and community gathering restrictions.

MTs. Terpadu Ar-Roihan enforces blended literacy activities that can mix offline and online activities in one program. For example, in the library program, if during online learning, students are only equipped with the iPusnas application as a medium for them to search and read books on their devices, then during the face-to-face program, a one-hour library visit is a must for students. During visits to the library, students are accustomed to reading books and then giving simple reviews of the books they have read on a note or paper. Combining offline (mandatory library visiting hours) and online activities<sup>21</sup> (iPusnas application and posting books on Instagram feeds) will make students literate anytime. Students can independently borrow and read books online through the iPusnas application. The effectiveness of blended learning has been studied to increase student self-learning.<sup>22</sup> So that the combination of offline and online at MTs. Terpadu Ar-Roihan supports this research. Time management strategies are decisive in the success of this offline and online library activity program.

Socio-cultural literacy activities and science and technology knowledge are currently carried out MTs. Terpadu Ar-Roihan is also being held offline and online by conducting learning visits directly to the intended place. Given that those restrictions on social activities are still enforced in some areas, learning visits only focus on the closest sites to the *madrasah*, such as visits to the Lawang Mental Hospital Museum, *tempe* home industry companies, or other nearby places. However, to provide different learning experiences that are more distant, the *madrasah* also facilitates virtual visits, for example, by working with PP-IPTEK KemenristekBRIN to carry out virtual visits via Zoom meeting to the place. The combination of offline through going directly to the destination and online activities through Zoom meeting technology provides a balance between in-person and virtual activities. The balance between technology and conceptualization of the surrounding environment can be

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<sup>19</sup> Brooke Moore et al., “Enhancing Collaborative Group Processes to Promote Academic Literacy and Content Learning for Diverse Learners through Video Reflection,” *SAGE Open* 9, no. 3 (2019): 2158244019861480, <https://doi.org/10.1177/2158244019861480>.

<sup>20</sup> Jon Goddard, “Public Libraries Respond to the COVID-19 Pandemic, Creating a New Service Model,” *Information Technology and Libraries* 39, no. 4 (2020), <https://doi.org/10.6017/ital.v39i4.12847>.

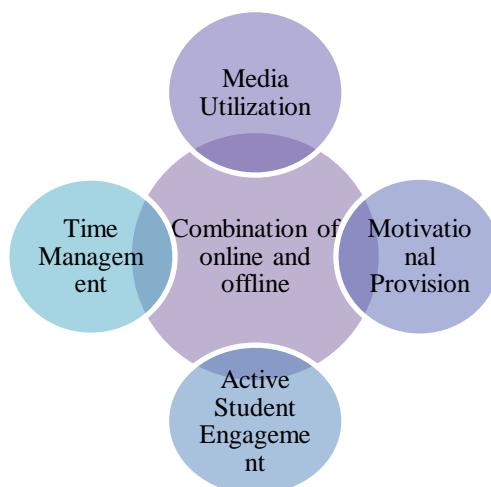
<sup>21</sup> Jitendra Singh, Keely Steele, and Lovely Singh, “Combining the Best of Online and Face-to-Face Learning: Hybrid and Blended Learning Approach for COVID-19, Post Vaccine, & Post-Pandemic World,” *Journal of Educational Technology Systems* 50, no. 2 (2021): 140–71, <https://doi.org/10.1177/00472395211047865>.

<sup>22</sup> Long Ma and Chei Sian Lee, “Evaluating the Effectiveness of Blended Learning Using the ARCS Model,” *Journal of Computer Assisted Learning* 37, no. 5 (2021): 1397–1408, <https://doi.org/10.1111/jcal.12579>.

an appropriate strategy.<sup>23</sup> In the aspect of socio-cultural literacy and knowledge of science and technology, it emphasizes the ability of students to process information and the extent to which the information is helpful for themselves and their environment.<sup>24</sup>

### **Literacy Strategy at Madrasah**

During online learning, several constraint factors emerged from evaluating the literacy program, among others: first, originating learning from home, which was monotony, conditions that caused students to lack discipline because there was no control from the teacher<sup>25</sup>, so the use of the iPusnas application, which was initially used as the primary source of literacy fulfillment (digital books) for students turned out to be only a complementary application on their cellphones and devices. Secondly, literacy activities that utilize digital literacy leave classic problems such as poor signal networks and limited data quotas. The literacy program, followed by a strategy to improve the literacy program, can run optimally. Literacy strategies developed during offline and online learning can be seen in Figure 2.



**Figure 2.** Literacy Programs Strategy

Based on Figure 2, it can be explained four kinds of literacy program strategies, media utilization; providing motivation; active engagement of students; and time management. These strategies are interrelated with one another, which then leads to literacy activities—

<sup>23</sup> Rapanta et al., “Balancing Technology, Pedagogy and the New Normal.”

<sup>24</sup> Chern Li Liew, Jamie Yeates, and Spencer Charles Lilley, “Digitized Indigenous Knowledge Collections: Impact on Cultural Knowledge Transmission, Social Connections, and Cultural Identity,” *Journal of the Association for Information Science and Technology* 72, no. 12 (2021): 1575–92, <https://doi.org/10.1002/asi.24536>.

<sup>25</sup> Lokanath Mishra, Tushar Gupta, and Abha Shree, “Online Teaching-Learning in Higher Education during Lockdown Period of COVID-19 Pandemic,” *International Journal of Educational Research Open* 1 (2020): 100012, <https://doi.org/10.1016/j.ijedro.2020.100012>.

the first is the media utilization strategy. Media plays an essential role in both offline and online learning. Media makes it easier for teachers to transfer material and more accessible for students to absorb it.<sup>26</sup> The most common literacy media are books and other materials in printed form, but much more extensive information comes from internet media. The use of this media is crucial to the implementation of the literacy program.

The second is motivational strategies. Motivation triggers students to act to carry out literacy activities. Extrinsic and intrinsic motivated students find it easier to carry out either offline or online literacy activities, the method used to give awards to students fond of literacy.<sup>27</sup> Competitions such as making short stories, poems, book reviews, vlogs, short videos, or posting books that have been read to the Instagram feed are separate motivations for students to be literate. At the same time, forming reading clubs and writing communities provides a motivated environment to continue learning and literacy.

Third, the active engagement of students. The target of the literacy program is the students. Therefore, students' active role in implementing literacy programs is significant to success.<sup>28</sup> Through integration with Indonesian language teachers, Javanese language teachers, cultural arts, social studies, and civics teachers, the literacy program is outside class hours and integrated into subjects requiring active student involvement. For example, in Indonesian lessons, creating description and narration texts, as well as short prose and social studies lessons that need students to explore information about Indonesia's cultural diversity through books or surfing the internet. Habituation and collaboration became two aspects of students' engagement in literacy programs at *madrasah*.<sup>29</sup>

Fourth is time management. The ability to manage time is essential in the literacy program implementation. Programs developed at the beginning of the academic year must be implemented at the specified time. For example, library schedules, publishing the *madrasah* e-magazine, wall magazines, and others must be done on time. The madrasah

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<sup>26</sup> Sara Klingenberg et al., "Investigating the Effect of Teaching as a Generative Learning Strategy When Learning through Desktop and Immersive VR: A Media and Methods Experiment," *British Journal of Educational Technology* 51, no. 6 (2020): 2115–38, <https://doi.org/10.1111/bjet.13029>.

<sup>27</sup> Miia Ronimus, Asko Tolvanen, and Jarkko Hautala, "The Roles of Motivation and Engagement in Computer-Based Assessment of Children's Reading Comprehension," *Learning and Individual Differences* 98 (2022): 102197, <https://doi.org/10.1016/j.lindif.2022.102197>.

<sup>28</sup> Bianka Malecka, David Boud, and David Carless, "Eliciting, Processing and Enacting Feedback: Mechanisms for Embedding Student Feedback Literacy within the Curriculum," *Teaching in Higher Education* 27, no. 7 (2022): 908–22, <https://doi.org/10.1080/13562517.2020.1754784>.

<sup>29</sup> Muhammad Rijal Mahfudh and Ali Imron, "Strategi Kepala Sekolah Dalam Meningkatkan Literasi Membaca Siswa Di SMA Negeri 1 Kota Kediri," *Indonesian Journal of Islamic Education Studies (IJIES)* 3, no. 1 (June 8, 2020): 16–30, <https://doi.org/10.33367/ijies.v3i1.1138>.

principal monitors and evaluates the program directly with the assistance of the *madrasah* literacy team coordinator.

Furthermore, the strategy is applied in literacy activities. It began implementing face-to-face learning. That also affects literacy activities previously carried out entirely online at home. For this reason, the head of the *madrasah* took the initiative of implementing blended literacy activities so that the literacy *madrasah* program that was launched previously can be maximized in this academic year.

**Table 1.** Blended Literacy Activities

No	Activities	Offline	Online
1	Library program	Implement mandatory library visit hours for 1.5 hours every day after school by taking turns in face-to-face learning.	Activation of the Senayan Library Management System (SliMS) library application and using the iPusnas application as a supporting source of books on students' cellphones/gadgets
2	<i>Madrasah</i> bulletin	The <i>madrasah</i> bulletin, "Jendela Kita," is published once a month in the Wall magazine.	It is publishing the "Jendela Kita" e-magazine with a fliphml5 application so that it can be viewed on mobile phones/gadgets.
3	Book review report	Students fill out a library visit report paper.	Post books that students have read on Instagram or other social media.
4	Writing short stories and poems	Face-to-face learning with various online learning strategies	Upload short stories and poems to the e-magazine.
5	Literacy competition	Assessment via printout with paper.	Upload work via Google Forms or Drive and Youtube.
6	Coverage report	Students write it in the book during the face-to-face meeting with the mentor teacher.	Students present via Zoom meeting with PPT during online learning time.
7	Book publishing; a minimum of three books a year.	Printed book publication.	Online book publishing and marketing.

Student literacy activities during the offline or face-to-face time are implemented as before the pandemic. The activities are directly supervised, individual or group, the media used are printable, and some teachers monitor the activities. These offline literacy activities aim to shape students to get used to active literacy. The teacher's direction and monitoring

make literacy's purpose not deviate<sup>30</sup> because students are not distracted from doing other things if the teacher is involved both as a facilitator and evaluator. Meanwhile, online literacy activities are independent and individualized, the media used are devices (laptops, cellphones, and tablets), and students are responsible for their actions.<sup>31</sup> The habituation of offline literacy accompanied by online activities aims to make students actively seek rich literacy sources, then creatively seek novelty and work. Students independently upload the books they have read on Instagram. Although initially, the activity was carried out at a specific event, it later became a habit for students to read frequently. Meanwhile, in offline activities, students write reviews on paper provided by the teacher or library staff.



**Figure 3.** Fliphml5 Madrasah Bulletin

<https://fliphml5.com/fanfy/vpww>

In addition to being posted on the wall bulletin, the *madrasah* bulletin is also published in digital form in electronic format (e-magazine). The application is fliphml5 so that the bulletin display can be touched flip-flap like opening and reading a magazine. This e-magazine contains sections on 1). *Madrasah News*, 2). *Guidance*, 3). *Our Work*, 4). *Our Album*, and 5). *Agenda of the Month*. This digital e-magazine is published at the beginning of every month, and students actively contribute to the *Our Works* section, which contains short stories, poems, activity reports, and others. This digital magazine can be read whenever and wherever students are in their free time.

<sup>30</sup> Ján Záhorec, Alena Hašková, and Michal Munk, "Teachers' Professional Digital Literacy Skills and Their Upgrade.," *European Journal of Contemporary Education* 8, no. 2 (2019): 378–93, <https://doi.org/10.13187/ejced.2019.2.378>.

<sup>31</sup> Pınar Nuhoglu Kibar, Abdullah Yasin Gündüz, and Buket Akkoyunlu, "Implementing Bring Your Own Device (BYOD) Model in Flipped Learning: Advantages and Challenges," *Technology, Knowledge and Learning* 25, no. 3 (2020): 465–78, <https://doi.org/10.1007/s10758-019-09427-4>.

As a literacy *madrasah*, MTs. Ar-Roihan Lawang does not forget to promote literacy at the national level actively. One is organizing a national-level Book Fragment Reading Competition throughout Indonesia. The competition, which was held in commemoration of Language and Literature Month in October, received support from various parties. This program also made the literacy program at this *madrasah* increasingly known by many parties. Participants from around Indonesia attended the online competition and uploaded videos when reading books on their respective YouTube pages.

This combination of offline and online activities also received support from all stakeholders. According to the Head of the Library, increased visits after face-to-face learning occurs. That is also due to the curriculum policy that requires 30 minutes after the last lesson as a habit for students to read and gain knowledge outside of *madrasah* class hours. Meanwhile, students find offline and online literacy activities challenging to work on. As many as 80% claimed to enjoy and read the e-magazine "Jendela Kita" published every month.

The student community members of the scientific writing team, which usually only utilizes activity-based papers such as finding information from library books, questionnaires through the paper collection, and others, now also need to adjust to technology and the internet. Online research through google scholar, using Google Form as a survey media, and Canva application media and Kinemaster video editing for presentations are online experiences for the scientific writing group community organized. The media utilization strategy makes the combination of offline and online activities can go hand in hand. *Madrasahs* only need to facilitate groups and teams to conduct research with blended literacy activities. For example, for laboratory activities in collaboration with LIPI Purwodadi Botanical Garden, the writing team will be directed there, while for online activities, by looking for references via the internet guided by the teacher. Collaborative literacy activities in groups can improve performance with direct supervision/monitoring during face-to-face meetings.<sup>32</sup> Offline and independent online activities allow students to explore their literacy activities.

These collaborative literacy activities have become a strategy for improving students' literacy. This literacy activity also supports the discourse of blended learning which is the

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<sup>32</sup> Ina Blau, Tamar Shamir-Inbal, and Orit Avdiel, "How Does the Pedagogical Design of a Technology-Enhanced Collaborative Academic Course Promote Digital Literacies, Self-Regulation, and Perceived Learning of Students?," *The Internet and Higher Education* 45 (2020): 100722, <https://doi.org/10.1016/j.iheduc.2019.100722>.

most suitable strategy after the Covid-19 pandemic in the educational world. In turn, diverse literacy activities further stimulate students to improve their competence. The literacy program is the main ammunition at MTs. to implement other programs that can give the community confidence to choose this madrasah in the future.<sup>33</sup> Furthermore, through this activity, the goals of the national literacy movement can be implemented in the *madrasah* environment to realize lifelong learners and improve Indonesian generations' quality of life.

## Conclusion

The strategies used in blended activities literacy learning are media utilization, both printable and electronic media with various applications, motivation by rewarding students with the best literacy activities, engagement of active students by making students the subjects of literacy actors who are productive in producing work, time management that allows the program to be carried out effectively and efficiently. The combination of offline and online literacy activities as a blended activity literacy at MTs. Ar-Roihan Lawang is balancing the role of technology and the internet with conventional literacy activities that rely on print media. *Madrasah* also facilitates face-to-face literacy activities and literacy activities carried out online with various activities. Through this balance of online and offline activities, literacy activities run optimally. The subsequent researchers recommend analyzing the success of blended learning strategies for literacy programs at *madrasahs*.

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