



## ***Instilling Religious Literacy for Learners and Its Significance to Education***

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### ***Keyword***

***literacy; religious literacy; education***

### ***Abstract:***

Educational process is inseparable from reading and writing activities. Reading and writing activities are parts of literacy. One type of literacy is religious literacy. This study investigates the instillation of religious literacy as an educational alternative for students with the aims of finding (1) efforts conducted by schools to instill religious literacy for learners, and (2) significances of religious literacy for students in educational activities. Data collection techniques in this qualitative research are observation and interview. Researchers observed religious literacy activities carried out by academic communities of SD Muhammadiyah Barru consisting of 180 students, 6 classroom teachers, 2 subject teachers, 1 educational staff, and 1 school principal. To obtain data about the benefits of religious literacy in educational activities for learners, researchers conducted in-depth interviews with the school principal, the teacher of Islamic Religious Education, and 3 students selected. For data analysis, researchers used three steps, namely data reduction, data display, and drawing conclusions. Researchers found that the efforts to instill religious literacy at SD Muhammadiyah Barru were: (1) habituation, (2) development, and (3) learning activities. The results of interviews and discussion indicate the significances of religious literacy for learners in educational activities namely (1) religious literacy activities add students' insight and increase students' knowledge, and (2) religious literacy activities expedite the teaching and learning process.



## Introduction

Literacy can be a means for students to recognize, understand, and apply the knowledge they acquire at school. A study conducted by Steinbrink, Zimmer, Lachmann, Dirichs, and Kammer (2014) found that the low literacy of a nation will make the nation's competitiveness low in global competition. Results of The Program for International Student Assessment (PISA) in 2000 showed that Indonesia ranked 38 of 41 countries participating in the literacy skills of science. In 2003 Indonesia ranked 38 of 40 countries, while in PISA 2006 Indonesia ranked 50 of 57 countries, and in 2009 Indonesia ranked 60 of 65 countries. Meanwhile, PISA 2012 Indonesia occupied 64 place from 65 countries participating in the ability of science literacy. Indonesian Students gained scientific literacy scores in 2000, 2003, 2006, 2009, 2012, they were respectively 393, 395, 393, 383, 382 with an average score of all participant countries of 500 (Balitbang, 2012). This indicates that literacy in Indonesia is very low. Therefore, based on Regulation no. 23 of 2015, the Ministry of Education and Culture requires every student to read a book before starting class (Roslina, Mutawakkil, Nashruddin, & Amin, 2020; Rubini, Ardianto, Pursitasari, & Permana, 2016).

Literacy activities have so far been synonymous with reading and writing activities. Literacy also means practices and social relations related to knowledge, language and culture (Cheung & Xu, 2016; Frankel, Becker, Rowe, & Pearson, 2016; Hemmereichs, Agirdag, & Kavadias, 2017). Language intelligence that is enhanced by reading materials or literacy is a speaking intelligence in communicating a feeling, idea, or notion through the vocabulary that has been mastered.

To support language development, children must always be accompanied in doing reading processes. Assistance in literacy activities can be done by reading books and then making descriptions according to the pictures that appear in those books (Mason, 1992; Nashruddin, Ningtyas, & Ekamurti, 2018). Thus, children can easily recognize, remember, and imitate slowly.

The UNESCO Declaration states that literacy is related to the ability to identify, determine, find, evaluate, create effectively and in an organized manner, use, and communicate information to solve various problems (Alexander & Galina, 2020; Corbett & Guilherme, 2021). Those abilities need to be owned by each individual as a condition to participate in society. The literacy ability is a part of basic human rights and is in line with lifelong learning.

One type of literacies is religious literacy. According to Pajer (2018) religious literacy is the ability to see and analyze the intersection between religion and other areas of life, such as social, political, and cultural, from various points of view. Religious literacy as an educational alternative really needs to be instilled in students from an early age.

Religious literacy is an alternative that can be applied at elementary schools so that it becomes a habit that is instilled in learners from an early age (Bhatia, 2018; Dinham & Shaw, 2017). Instilling religious literacy for learners is not only through reading sacred texts, but can be done through other habits related to the beliefs they adhere (Chan, 2019; Perez, 2019). Religious literacy can add insight for learners, and improve their ability to understand religions, either theirs or other people's around them.

Initially, based on the information obtained at SD Muhammadiyah Barru, the general literacy ability of the students was very low. That was evident from the conditions in each class, on average



having 3-4 students who could not read, and who were not yet fluent in reading. Based on the information from teachers and student's parents, one of the factors causing that situation was because students preferred playing gadgets rather than reading books or other reading materials. In addition, students tended to ask questions before reading, even though in the reading materials, there was complete information, including about the things they asked. Therefore, the ability of students in terms of reading needs to be improved. One of the methods implemented at SD Muhammadiyah Barru was through religious literacy activities.

SD Muhammadiyah Barru has implemented a literacy culture as a means to broaden students' insights. This is supported by the facilities provided by the school such as adequate reading books, library, and reading corners in the school area. The books and reading materials are adjusted to the students' grade level, from the 1<sup>st</sup> grade to the 6<sup>th</sup> grade.

However, some students still felt difficult to understand the importance of literacy. Moreover, the Covid-19 occurred in the last 2 years had disrupted school activities. This condition had an impact on the decline in students' literacy skill. Therefore, driven by the school principal and the teacher of Islamic religious education (the PAI teacher), all teachers and educational staff of SD Muhammadiyah Barru are trying to improve the literacy skills of students, even though learning activities are still carried out with a limited face-to-face system.

To instill religious literacy for learners at SD Muhammadiyah Barru, one of the activities conducted is reading *Asmaul Husna* before lessons begin. Another activity is that students are accustomed to reading religious or Islamic books to add their religious insight. In this regard, the researchers want to investigate more deeply and find efforts to instill religious literacy for students, and the significances of the religious literacy for students in educational activities at SD Muhammadiyah Barru.

Theoretically, the present research is useful for increasing understanding of the importance of religious literacy in education. In addition, this research can add to the experience for schools about instilling this literacy culture in students, especially religious literacy, in which religion is an important factor in everyday life. Practically, for educators, the result of this study can be applied to provide knowledge to students about the importance of literacy in education. In addition, the result of this study can improve the quality of education through the birth of religious and outstanding young generation who like to read.

Initially, literacy was defined as efforts to eradicate illiteracy. The definition of literacy develops from a simple understanding to a more complex understanding in accordance with the developments that occur. The term literacy is synonymous with the ability to read and write. People who can read and write are called literate (Barton & Lennon, 2017; Conroy, 2016; Nelson, 2016).

In a simple term, literacy is the ability to read and write. Sulzby and Teale (1991) interpreted literacy as a language ability that a person has in communicating, namely in terms of reading, speaking, listening, and writing, in different ways according to their respective goals. In line with that, Graff (2017) defined literacy as an ability of a person to write and read.

Hoggart (2017) proposed that The term of literacy is interpreted in various versions, namely (1) ability to read and write or discourse ability, (2) performance ability to read and write as needed,



(3) competency in understanding discourse professionally, (4) ability to integrate four language skills, (5) critical thinking skill, (6) ready-made ability to generate new ideas, (6) ability as an instrument to support success in the academic and social environment. Another expert, Hartley (2017) explained that literacy is not only limited to reading and writing, but literacy includes how a person communicates in society, about social practices and relations, and about knowledge, language and culture.

From some of those opinions, it can be understood that literacy is not just reading or writing activities, but social activities that involve communication between communities. Thus, literacy cannot be separated from language skills. The more someone understands literacy, the more the person's language skills develop. In summary, literacy is a person's ability to read and write, which affects the person's language skills, which is useful for solving various problems encountered in societies.

According to Hobbs (2018), principles of literacy are:

- 1) Literacy involves interpretation  
Writers and readers mutually participate in interpretation. The writer interprets the world (events, experiences, and so on). The reader interprets the writer's interpretation according to his own conception of the world.
- 2) Literacy involves collaboration  
The writer is able to write for an audience or for himself/herself. Before writing a manuscript, the writer pays attention to the audience or readers. Then, the reader or audience provides motivation and input so that the manuscript written by the writer is more meaningful.
- 3) Literacy involves problem solving  
Because words are always attached to the linguistic context and situation that surrounds them, so listening, speaking, reading, and writing involve an effort to think about and consider the relationships among words, phrases, sentences, meaning units, and texts. This effort is a form of problem solving.
- 4) Literacy involves the use of language  
Literacy contains about writing systems, not only on language systems, but also on the use of language which requires knowledge of how language is used, either in spoken or in written contexts, to create a discourse.

Watt and Fairfield (2008) suggested characteristics of religious literacy are that: (1) religious literacy is usually centered on texts (The definition of this text can be expanded), either sacred texts such as Al-Quran and Bible, or other kinds of religious texts which are the result of religious thought and contemplation, (2) those texts are used intergenerationally, (3) the sacred religious text (holy scripture) becomes a part of a religious ritual, (4) religious texts, both sacred and profane, become part of collective and individual identities.

Moore (2008) defined religious literacy as an ability to see and analyze the meeting point between religion and social, political, and cultural life from various perspectives. A person who correctly understands religion, will have an open attitude because his/her attitude is based on a basic understanding of history, beliefs, and practices of religious traditions that were born in a particular





social, cultural, and historical context. In line with that opinion, Prothero and Kerby (2015) argued that religious literacy is an ability to understand and use beliefs from the basis of religious traditions which include key concepts such as symbols, doctrines, practices, sayings, characters, and narratives, in everyday life.

Kenneth Primrose who is a head of religion and philosophy at Robert Gordon's College, Scotland, has investigated the importance of the religious literacy improvement so that people can live with one another (Primrose, 2018). The result of that study concludes that religious literacy is very good to be introduced early on to students. It certainly starts from the teachings of his religion. Students must be prepared to have a strong character, religious, nationalist, independent, and with integrity.

Religious literacy is an activity that cannot be taken lightly. Research conducted by Ashraf (2019) indicates that teachers do not only convey general material, but must be balanced with the religious knowledge adhered to. Apart from going through habituation which is often carried out, the teaching and learning process must also involve religious elements so that students are familiar with the texts and readings provided by the school every day. Furthermore, religious literacy is an activity that greatly influences the quality improvement and self-development of readers.

From the result of a research conducted by Hannam, Biesta, and Aldridge (2020), the information is obtained that teachers can instill religious literacy for learners by:

- 1) Utilizing learning resources around the school environment  
This is to support the achievement of curricular goals effectively and efficiently. In relation to religious literacy, students can study with people around them such as religious leaders and their own parents.
- 2) Using attractive learning resources and learning media  
This can stimulate students to dare to try things that are considered complicated so that they can be simplified.
- 3) Varying several learning models  
Teachers can use fun teaching strategies so that the religious lesson which is often considered monotonous and boring can be considered fun by students.
- 4) Providing contextual learning materials  
Teachers provide learning materials that are directly related to the real life of students. Religious material can become a good habit when the teacher can provide learning related to worship that is often found on a daily life.
- 5) Varying forms of assessment  
Various assessments will stimulate the creativity of students in the learning process. For example, in religious learning materials, the teacher can give assignments to summarize material about daily worship, prayer readings, or verses of Qur'an. From there, students will get used to using books as material for developing their knowledge about the religion they profess.

A study on religious literacy was also developed by Gallagher (2022). That research found that religious literacy was not only at the level of understanding basic knowledge about religion, but also some insight into how adherents of a religion used that basic knowledge in orienting



themselves in social life. It was further stated that everyone who had good religious literacy could express self-understanding individually to provide direction and meaning in their lives.

Based on several definitions of religious literacy, researchers can argue that religious literacy is an ability to read, write and understand perfectly religious writings and activities, then be able to apply them in social life. Thus, religious literacy can help humans to develop their own potential, because the quality of religious literacy influences the religious behavior of adherents. In line with the character that is to be produced through the learning curriculum in Indonesia, it is clear that education in Indonesia is not only preparing a generation that is intelligent in science, but also in society and religion.

Although much research has been conducted on religious literacy, studies to find the significances of instilling religious literacy in education for elementary school level students have not been carried out by researchers. Therefore, as the novelty compared to previous relevant studies, the current research is to reveal the significances of religious literacy for learners' educational activities at the elementary school level. In addition, the current research also find other new efforts that schools can make to instill religious literacy for learners, especially in elementary school level.

The present study uses a qualitative approach in the form of field research. The location is at SD Muhammadiyah Barru. In the 2022/2023 academic year, based on the dapodik document researchers obtained from the school administration staff, there are 180 students in this school divided into 6 study groups (*rombel*), 6 classroom teachers, 2 subject teachers, 1 educational staff, and managed by 1 school principal. Observation and interview were used to collect data. The researchers directly visited at the school to observe religious literacy activities conducted by the academic community of SD Muhammadiyah Barru, and immediately recorded findings, namely the efforts carried out to instill religious literacy for learners.

Furthermore, researchers conducted in-depth interviews with informants who met the criteria. Interviews were conducted by researchers by asking several questions to informants or resource persons to obtain information about the significances of religious literacy activities in students for educational activities at the school. Informants in the present study are:

1) The school principal

From the school principal, the researchers wanted to get information about the general description of the school, how teaching and learning activities are conducted at school, and what are the habits of students while at school as a result of the religious literacy activities.

2) Islamic Religious Education Teacher (*PAI* teacher)

From this *PAI* teacher, the researchers wanted to obtain data about student activities in implementing literacy as a support for subject matter, especially the Islamic religion. Researchers also hope to obtain information regarding efforts to instill religious literacy in students and the results of these efforts.

3) Selected Learners

The researchers selected 3 students to be interviewed, who met the criterias namely being able to communicate fluently and openly, adapt easily to new people, and provide information related to the questions posed by the researchers. From those students, the researchers wanted to get



information regarding the literacy activities that had been implemented at the school, extent to which they carried out those activities, and what benefits they got.

Qualitative data analysis carried out in the present study followed the steps proposed by Miles and Huberman (1994) namely data reduction, data display, and data verification or drawing conclusions. To test the validity of the data, researchers applied triangulation and used reference materials.

## Results and Discussion

### Efforts to Instill Religious Literacy for Learners in SD Muhammadiyah Barru

From the result of the observation, researchers found efforts to instill religious literacy in SD Muhammadiyah Barru are as follows.

#### *Habituation*

This habituation is carried out continuously with the aim of instilling a love of reading and getting used to reading activities. This activity is carried out every morning, namely 15 minutes before starting teaching and learning activities. Fifteen minutes is considered enough to do that activity, so that students do not feel bored. The time allotted is utilized by teachers as much as possible. The learners are directed to carry out literacy activities starting with reading *Asmaul Husna* or short letters (*surah-surah pendek*) from Qur'an, and then continued with reading religious books beside PAI curriculum material books. This indicates that the activity of reading books is not only by using PAI books, but also other books which are still in the same field as Islamic Religious Education.

This is in line with a research that has been conducted by O'Rourke, Miller, and Dunne (2019) that elementary school students become more free to express themselves through habituation activities to read. However, in the present study, there is a new finding that is different from that previous studie, namely this habituation activity does not only train students to read, but also trains students to become more proficient in writing, telling stories, and asking questions. Students are getting closer to books, both religious books and general textbooks. Some students also play with books, even though they just flip through to see the pictures in the book.

#### *Development*

Learners are encouraged to show the involvement of thought in the reading process. The development of literacy activities is carried out with various kinds of literacy activities. In this stage students are directed to discuss to one another about informations they read in their books. From the reading results, students produce various opinions about the material, then the teacher explains about the material.

This research developed a research that has been conducted by Plaatjies (2019) who revealed development as an effort to instill literacy skills in primary school students. That research emphasizes instructional method, giving explanation, and the development them for



students. Therefore, the current research also builds on that previous research that for children, it is not enough just to explain, but the process of exercise and development is very necessary.

### **Learning Activities**

After doing habituation and development, the school then organizes learning, namely various kinds of activities that can maintain students' literacy abilities and students' interest in reading. The learning phase is carried out to support the implementation of the curriculum in schools. From the results of observations, it was found that several activities were carried out by the school at this stage, namely pesantren kilat, reading books about religious diversity in Indonesia, as well as religious material books other than of students' handbooks.

Previous studies have not revealed the learning activity step as one of the important efforts to instill religious literacy in students. In the present study, it was revealed that one of the aspects of development in elementary school students is the aspect of the development of religious and moral values. In developing aspects of religious and moral values, students are stimulated through learning in class so they can have good character and practice religious teachings obediently.

### **Significance of Religious Literacy Activities for Education in SD Muhammadiyah Barru**

After analyzing the data obtained from the interview with informants, the significances of religious literacy activities for education at SD Muhammadiyah Barru are explained as follows.

#### **Broadening Learners's Horizon and Increasing Learners' Knowledge**

From the result of the interview with the Principal of SD Muhammadiyah Barru, information is obtained that reading is a very important activity. Following are the principal's answers when interviewed by researchers as shown in data 1.

##### **Data 1**

*"Membaca materi-materi agama menjadi salah satu kegiatan literasi keagamaan yang dapat membuka dan menambah wawasan terlebih bagi para anak-anak kita saat ini. Syarat untuk menjadi pintar salah satunya dengan membaca. Maka dari itu, para pelajar harus memacu gerakan gemar membaca baik membaca buku-buku pelajaran di sekolah, perpustakaan, atau lembaga penyedia bacaan lainnya. Untuk literasi beragama, di sekolah ini diterapkan kegiatan pembacaan rutin do'a sebelum dan sesudah melakukan pembelajaran. Di samping itu ada pembiasaan lainnya yaitu siswa membaca asmaul husna setiap pagi sebelum memulai pelajaran. Kegiatan pembiasaan ini biasanya berkisar antara 10 sampai 15 menit setiap pagi."*

[Reading religious texts is one of the activities of religious literacy that can open and add insight, especially for our children today. One of the conditions for being smart is reading. Therefore, students must encourage the movement to like reading, whether reading textbooks in schools, libraries, or other reading institutions. For religious literacy, this school implements routine the prayer reading (*membaca do'a*) activity before and after learning. In addition, another habit is that students read *Asmaul Husna* every morning before starting lessons. This habitual activity usually ranges from 10 to 15 minutes every morning.]





The school principal interprets religious literacy as an instrument to add insight in the religious field, either through routine reading of prayers before and after lessons, or other habituation activities. The school principal adds that these activities are carried out every morning before learning begins. From the results of observations, these activities are intended for all students, but are strictly required for upper grade students, namely from the 4<sup>th</sup> graders to the 6<sup>th</sup> graders. Students in the 1<sup>st</sup> grade to the 3<sup>rd</sup> grade are not yet required but are still directed to take part in these activities, because they are still at play age and generally not yet fluent in reading.

The information from the school principal was reinforced by the information obtained from the PAI teacher, regarding the the significances of religious literacy activities for students. The following is data 2 about the PAI teacher's answers when interviewed by researchers.

#### Data 2

*“Kegiatan literasi bertujuan untuk mengembangkan minat baca yang akan menjadikan peserta didik terbiasa akan bacaan-bacaan yang sudah disediakan oleh sekolah. Maka sebagai hasilnya, melalui kegiatan literasi ini peserta didik mampu mengembangkan kebiasaan berpikir dan memperdalam motivasi peserta didik dalam belajar. Literasi keagamaan yang dilaksanakan di sekolah ini berhasil mengembangkan wawasan peserta didik dan meningkatkan pengetahuan mereka dalam belajar sesuai dengan apa yang mereka baca dan pelajari selama di sekolah.”*

[Literacy activities aim to develop an interest in reading which will make students familiar with the readings that have been provided by the school. As a result, through this literacy activity students are able to develop thinking habits and deepen students' motivation in learning. Religious literacy conducted in this school develops students' insights and increasing their knowledge in learning according to what they read and learn while at school.]

From the results of interviews with the PAI teacher, information is obtained that religious literacy in SD Muhammadiyah Barru begins with reading religious or Islamic books before the teaching and learning process is carried out. Those religious literacy activities develop thinking habits, deepen students' motivation in learning, and increase students' knowledge in learning.

One of the 6<sup>th</sup> grade students at SD Muhammadiyah Barru who was chosen by the researchers to be interviewed also thought that literacy activities, especially religious literacy, were very useful activities. The following is a quote from the student's answers shown in data 3.

#### Data 3

*“Sangat bermanfaat untuk menambah pengetahuan saya. Apalagi kami diwajibkan sebelum memasuki kegiatan belajar mengajar harus membaca buku yang disediakan oleh bapak guru di sekolah, khususnya buku tentang materi keagamaan itu yang sangat dianjurkan.”*

[Very useful to increase my knowledge. What's more, we are required before entering teaching and learning activities to read books provided by teachers at school, especially books on religious material which are highly recommended.]

The student stated that religious literacy activities at school provide a benefit for students, namely increasing their knowledge.

### *Expediting the Teaching and Learning Process*



Literacy is one of the important activities in expediting the teaching and learning process. This is according to the information conveyed by the PAI teacher at SD Muhammadiyah Barru when interviewed by researchers, which is shown in data 4 below.

#### Data 4

*“Dengan adanya kegiatan atau program literasi yang dilakukan oleh sekolah jelas sangat penting sekali sekali. Saya selaku guru PAI, dengan adanya kegiatan literasi keagamaan juga bisa melancarkan dalam melaksanakan tugas saya sebagai pendidik, manfaatnya bukan hanya bagi peserta didik tapi juga bagi saya dan para guru yang lain. Saya menyadari betul bahwa kegiatan literasi keagamaan memang sangat penting dan ini juga sangat menarik minat baca bagi peserta didik terhadap mata pelajaran yang lain, bukan hanya pelajaran agama. Sehingga saya melihat proses belajar-mengajar di sekolah ini menjadi lancar. Memang saya membiasakan bahwa 15 menit sebelum pembelajaran dimulai, saya mengajak siswa membaca asmaul husna dan bacaan surat-surat pendek. Kemudian saya ganti kegiatannya menjadi membaca buku-buku. Alhamdulillah berpengaruh positif juga terhadap aktifitas pada pelajaran yang lain.”*

[With literacy activities carried out by thus school, it is clearly very important. As a PAI teacher, I find that this religious literacy activities also expedite my duties as an educator, the benefits are not only for students but also for me and other teachers. I am well aware that religious literacy activities are indeed very important and this is also very interesting for students to read in other subjects, not just religious studies. So I see the teaching and learning process in this school runs smoothly. Indeed, I make it a habit that 15 minutes before the lesson begins, I invite students to read *Asmaul Husna* and short letters of Qur’an. Then I changed the activity to reading books. Alhamdulillah, it also has a positive effect on activities in other subjects.]

Reading *Asmaul Husna* every morning is a routine that is carried out at SD Muhammadiyah Barru. Of course this is part of the religious literacy activities at the school. The following is the answer of one of the 5<sup>th</sup> grade students at SD Muhammadiyah Barru when interviewed by the researcher, which is shown in data 5.

#### Data 5

*“Dengan adanya pembiasaan untuk membaca Asmaul Husna setiap hari, ini sangat membantu saya dalam mengembangkan kemampuan hafalan saya. Kemampuan hafalan saya meningkat untuk semua mata pelajaran, dan ini membuat saya semangat dan lancar dalam mengikuti semua pelajaran di sekolah.”*

[The habit of reading *Asmaul Husna* every day really helps me in developing my memorization skills. My memorization ability has increased for all subjects, and this makes me enthusiastic and fluent in following all lessons at school.]

The student admitted that practicing of *Asmaul Husna* really helps her in developing her memorization skill. Apart from *Asmaul Husna*, there is also a routine reading of short letters (*surah-surah pendek*) in *Juz Amma*. Fundamental activities like this make students more enthusiastic in learning and improve literacy skills for students since early age.

The student’s answers were also reinforced by the answers of another 6<sup>th</sup> gradeers when interviewed by the researcher, as in data 6 below.



#### Data 6

*“Saya senang dengan adanya kegiatan pembiasaan membaca surat-surat pendek, asmaul husna, dan do’a-do’a yang dilakukan di sekolah saya. Ini semua bisa melatih kemampuan membaca saya. Saya juga semakin disiplin melaksanakan semua kegiatan pelajaran.”*

[I am happy with the habituation of reading short letters (*surah-surah pendek*), *Asmaul Husna*, and prayers (*do’a-do’a*) that are being carried out at my school. These all can train my reading skill. I am also more disciplined in carrying out all learning activities.]

The high enthusiasm is shown by the students. The student says he is happy with literacy activities at his school. These activities are recognized as being able to train and develop reading skills. The student adds that these mandatory activities has increased his discipline in participating in every learning process in class.

#### Conclusions

Based on the results of research and discussion, researchers can conclude as follows. Religious literacy in SD Muhammadiyah Barru is conducted through three efforts, namely habituation, development, and learning. This habituation is carried out every day, i.e. 15 minutes before learning begins. In development, students are directed to show involvement in literacy activities, discuss their reading results, and clarify with information provided by teachers. At the learning stage, the school organizes various activities to maintain students’ literacy skill and interest in reading. Religious literacy activities in SD Muhammadiyah Barru runs well and is relevant to educational activities in that school. As a result, religious literacy activities add students' insight and increase students’ knowledge; and religious literacy activities expedite the teaching-learning process at that school. Considering the great significance of religious literacy for learners in their education, it is suggested that the implementation of religious literacy instilled for learners from their early ages. Obstacles in instilling religious literacy to learners can be in the form of the lack of facilities provided by schools and the lack of discipline of educators. For this reason, it is recommended for future researchers to find efforts to overcome the obstacles encountered in instilling religious literacy for learners.

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