



# DEVELOPING READING LITERACY THROUGH SELF-MOTIVATION AS AN EFFORT TO INCREASE THE TEACHING COMPETENCY OF MI SIRAJUT THALIBIN PROBOLINGGO TEACHERS

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## Abstract:

*This study aims to analyze the effect of reading literacy coaching through a self-motivation approach on improving teacher teaching competence at MI Sirajut Thalibin Probolinggo. Reading literacy coaching combined with strengthening self-motivation is expected to improve teachers' ability to manage more innovative and effective learning. The research method used is a qualitative approach with a descriptive design, which involves in-depth interviews, observations, and documentation to collect data from teachers, principals, and students. The results of the study indicate that reading literacy coaching through self-motivation has a positive impact on improving teachers' pedagogical competence. Teachers involved in this program showed an increase in knowledge, teaching skills, and the ability to manage classes more creatively and innovatively. In addition, teachers felt more motivated in carrying out their duties, which had a direct impact on the quality of teaching. However, challenges faced in implementing this program include limited time and access to quality literacy resources. This study suggests that literacy coaching programs through self-motivation be implemented sustainably to further improve teacher competence in the future.*

**Keywords:** *Development of reading literacy, self-motivation, teaching competency, teacher, MI Sirajut Thalibin.*

## INTRODUCTION

Reading literacy that focuses on reading comprehension includes four main studies, namely: (1) reading skills; (2) application, training, and determination of reading; (3) reading process; and (4) texts used in reading (Atun Sholikhah & Markhamah, 2023; Islami et al., 2024). The availability of reading text facilities and similar information can direct students' achievements in reading literacy towards the better (Atun Sholikhah & Markhamah, 2023; Islami et al., 2024). Literacy must meet the indicators; existence, contextual, consequences, relative, and culturally bound. Literacy must cover various lines of human life in many ways (Baleiro, 2011).

Self Motivation is a very important thing in everyday life. A person is able to use his potential optimally if he has high motivation. Motivation is an impulse that arises because of stimulation from within or from outside, so that a person wants to make changes in behavior to be better (Harahap et al., 2023; Siregar, 2020). By improving students' self-motivation with literacy of educational readings is an answer to the solution to increasing the interest and learning outcomes of Indonesian students. Interest is a psychological aspect that makes someone pay high attention to certain activities and encourages them to be involved in those activities (Kusuma & Hamidah, 2019).

Reading literacy is one of the basic skills that is very important in the world of education. Not only as a tool to understand various materials, but also as a foundation for the development of other competencies. In the context of basic education, especially

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in Madrasah Ibtidaiyah (MI), reading literacy skills play a very strategic role in forming better quality students. However, to achieve this goal, the role of a teacher is very vital, especially in developing and improving their competence in teaching.

Teachers who have good competence in teaching not only need pedagogical skills, but also the ability to motivate themselves and develop a positive mindset. Self-motivation is one of the factors that can improve the quality of teaching, because motivated teachers tend to be more enthusiastic and creative in approaching the teaching and learning process. Therefore, it is important for teachers to have good literacy skills and understand how to manage their self-motivation in order to create more effective learning.

At MI Sirajut Thalibin Probolinggo, reading literacy coaching through a self-motivation approach is expected to be one of the strategic efforts to improve teacher teaching competence. This coaching is not only related to improving teachers' reading skills, but also to their self-development in carrying out their profession with enthusiasm and dedication. Thus, through strengthening reading literacy and increasing self-motivation, it is hoped that the quality of teaching at MI Sirajut Thalibin Probolinggo can improve, which in turn will have an impact on the development of students' abilities.

Self-motivation is an important factor that influences a teacher's performance. Teachers who have high self-motivation tend to be more active, creative, and dedicated in carrying out their duties. Therefore, fostering reading literacy through increasing self-motivation is expected to improve the teaching competence of teachers at MI Sirajut Thalibin. Good teaching competence will have a positive impact on the quality of learning, which in turn will improve student learning outcomes.

In an effort to improve teacher teaching competence, developing self-motivation is something that should not be ignored. It is hoped that developing reading literacy coupled with a self-motivated approach can create teachers who are more skilled, innovative and able to manage the learning process more effectively. Therefore, this research aims to explore more deeply the development of reading literacy through self-motivation as an effort to improve the teaching competence of teachers at MI Sirajut Thalibin Probolinggo.

## **RESEARCH METHODS**

This study uses a qualitative approach with a descriptive method that aims to describe in depth the process of fostering reading literacy through self-motivation applied at MI Sirajut Thalibin Probolinggo and its impact on improving teacher teaching competence. The qualitative approach was chosen because it allows researchers to gain a deeper understanding of the phenomenon being studied, both in terms of teacher experience and changes that occur in their teaching competence.

First type of research, this research is included in the type of descriptive qualitative research, namely research that aims to describe the phenomena that occur in the field in detail, with a focus on fostering reading literacy through self-motivation which is applied to improve teacher teaching competence. Second research location, this research was conducted at MI Sirajut Thalibin Probolinggo, a madrasah that focuses on developing basic education and has implemented a reading literacy development program for its teachers. This location was chosen because of the

relevance of the research topic to the need to improve teacher competence through literacy development and self-motivation. Third research informants, the informants in this study consisted of: MI Sirajut Thalibin teachers are the main targets in developing reading literacy and self-motivation. The principal has a role in designing and implementing coaching programs. Students as a source of information regarding the direct impact of teacher coaching on the quality of learning. The selection of informants was carried out using purposive sampling, where informants were selected based on certain criteria that were relevant to the research objectives, namely teachers who participated in reading literacy and self-motivation development programs. Fourth data collection techniques, data was collected through the following techniques: In-depth interviews: Interviews were conducted with teachers, principals, and students to gather information regarding the implementation of reading literacy and self-motivation development programs, as well as their impact on teaching competence.

Participatory observation: Researchers will be directly involved in reading literacy coaching and teaching activities to observe how teachers apply the learning that has been learned and see the changes that occur. Documentation: Collecting data through relevant documents, such as literacy development curriculum, learning plans, teacher reflection notes, and evaluation reports from development programs that have been implemented. Fifth data analysis techniques, the data that has been collected will be analyzed using qualitative data analysis techniques with the following steps. Data collection: Data was collected through interviews, observations, and documentation.

Data categorization: Data obtained from interviews and observations will be grouped based on themes relevant to reading literacy and self-motivation development. Interpretation and thematic analysis: Researchers will analyze the data by identifying emerging patterns related to reading literacy development and self-motivation and how these affect teachers' teaching competencies. Data verification: To ensure the validity of the data, triangulation techniques will be used, namely comparing data obtained from various sources (teachers, principals, and students) and methods (interviews, observations, documentation).

## **RESULTS AND DISCUSSION**

This research aims to analyze the effect of fostering reading literacy through self-motivation on increasing teacher teaching competence at MI Sirajut Thalibin Probolinggo. Based on data collected through interviews, observation and documentation, it can be concluded that developing reading literacy combined with a self-motivated approach has a positive impact on increasing teacher teaching competence.

### **1. Development of Reading Literacy through Self-Motivation**

The literacy reading development implemented at MI Sirajut Thalibin Probolinggo is focused on developing reading habits among teachers, which is carried out through routine training activities, book discussions, and providing literacy materials that are relevant to learning. Teachers involved in this development program are given the opportunity to deepen their knowledge of effective learning strategies through reading literacy. Through a self-motivation approach, teachers are taught to increase their self-motivation in teaching, by identifying their personal goals in the

teaching profession and understanding the importance of literacy as a tool for self-development. The program also involves teachers in self-reflection activities, where they are asked to evaluate the progress and challenges faced in improving teaching competence through reading literacy.

## 2. Impact on Teachers' Teaching Competence

From the results of observations and interviews with teachers, it was found that reading literacy coaching through self-motivation significantly improved their pedagogical and professional competence. The following are the main findings related to the impact of the coaching:

- a. Improved Teaching Knowledge and Skills: Most teachers reported an increase in their knowledge of more innovative and creative teaching strategies. Teachers who participated in the coaching program used literacy-based teaching techniques more often, such as group discussions, project-based learning, and the use of varied reading materials in the learning process.
- b. Teacher Self-Motivation Enhancement: Self-motivation has been shown to have a significant impact on changing teachers' attitudes towards their profession. Teachers involved in the program felt more motivated to improve the quality of their teaching and were more active in seeking out resources that could enrich learning. They also showed a more proactive attitude in attending training and innovating in their teaching.
- c. Changes in Classroom Management: Teachers who have undergone reading literacy and self-motivation training report that they are better able to manage their classes. They are more confident in using a variety of teaching methods and are more flexible in adapting their approaches to the needs of their students.
- d. Evaluation from Students: Based on interviews with students, they felt a positive change in the way teachers teach after participating in the literacy coaching program. Students feel more involved in learning, and the quality of the material delivered by the teacher is more varied and interesting.

## 3. Challenges Faced

Although the positive impacts are clear, there are several challenges faced in implementing this program:

- a. Time Constraints: Some teachers find it difficult to manage time between learning activities and reading literacy development activities that are carried out routinely.
- b. Barriers to Access to Literacy Resources: Several teachers reported that they still have difficulty accessing quality reading materials that are relevant to learning materials, especially in areas with limited resources.
- c. Mindset Change: Some teachers initially find it difficult to adapt a self-motivated approach, especially since they are used to more conventional teaching methods. However, this can be overcome with ongoing guidance.



## CONCLUSION

Based on the results of the study, it can be concluded that reading literacy coaching through a self-motivation approach can significantly improve the teaching competence of MI Sirajut Thalibin Probolinggo teachers. This coaching not only improves teachers' knowledge and teaching skills, but also increases their self-motivation in teaching, which in turn has a positive impact on the quality of learning provided to students. As a recommendation, it is suggested that this literacy development program can be expanded and implemented sustainably by considering the challenges faced by teachers. In addition, there needs to be an effort to provide easier access to relevant literacy resources and strengthen support for teachers in the process of adapting to changes in teaching patterns.

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