



## Innovation on Literacy Habit Program for Madrasah Ibtidaiyah in Surabaya

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### ABSTRAK

Di Indonesia, perkembangan level kemampuan membaca belum memuaskan. Prestasi Indonesia dalam sejumlah survey menunjukkan angka yang tidak menarik. Meskipun demikian, beberapa kota di Jawa Timur telah mulai menginisiasi pengembangan literasi melalui berbagai program sebagai tindakan refleksi atas temuan-temuan survei di atas. Di Surabaya, beberapa program telah diinisiasi oleh pemerintah untuk menumbuhkan literasi seperti sudut baca, ulasan buku, diskusi buku, pergerakan komunitas taman baca, dan lainnya. Program-program ini bertujuan untuk meningkatkan minat baca (budaya baca) anak-anak di Surabaya. Dengan menggunakan metode *Community Based Research* (CBR), penelitian ini mengamati inovasi sebagai program baru tentang budaya membaca di 27 Madrasah Ibtidaiyah di Surabaya. Penulis menemukan bahwa 5 tahap inovasi (pengetahuan, persuasi, keputusan, implementasi, dan konfirmasi) yang dilakukan oleh Madrasah Ibtidaiyah di Surabaya. Hasilnya menunjukkan bahwa semua tahapan telah dilakukan dengan baik oleh manajer perpustakaan di Madrasah Ibtidaiyah di Surabaya. Ini terlihat dari beberapa aspek, diantaranya pengetahuan tentang pentingnya literasi bagi siswa mereka, kesadaran akan perubahan menuju yang lebih baik, dan akhirnya membawa keputusan untuk mengimplementasikan beberapa program baru dalam pengembangan budaya baca.

### ABSTRACT

The improvement of reading competence in Indonesia has not yet reached its maximum point. Indonesia's achievements in a number of surveys also show poor results. Nevertheless, several cities in East Java have started to initiate the development of the literacy through various programs as an act of reflection on the findings of the previous surveys. In Surabaya, some programs have been initiated by government to cultivate literacy such as reading corner book review, book discussion, reading community, and others. These programs are aimed to increase reading interest (reading habit) of children in Surabaya. By using the Community Based Research (CBR) method, this research observed innovation as new programs about reading habit in the 27 Madrasah Ibtidaiyah in Surabaya. The author found that there are five stages of innovation (knowledge, persuasion, decision, implementation, and confirmation) were conducted by Madrasah Ibtidaiyah in Surabaya. The result indicates that all the stages have been done well by the library manager in Madrasah Ibtidaiyah in Surabaya. This can be seen from several aspects such as of the knowledge of the importance of literacy for their students, awareness to change for better future, and a decision to implement some new programs in the development of reading habit.

### KATA KUNCI

Literasi; Madrasah Ibtidaiyah;  
*Community Based Research*

### KEYWORDS

Literacy; Madrasah Ibtidaiyah;  
*Community Based Research*

## A. Introduction

Nowadays the society has not only been fully aware on the significance of an education, but also contribute to the development of education.<sup>1</sup> Since the beginning of Indonesia independence era, education has become one of the main goals of the nation, which is written in the UUD 1945 in the second paragraph, reads as “to educate the nation”. According to this statement, it is implied that only a smart country which can compete with other countries in this world.<sup>2</sup> As a consequence, education has become the main key to form intelligent human resources which can contend internationally.

The root of the success of education comes from the quality of education itself. The better education attained by its society, the better quality of a nation, and vice versa. The definition of education itself is a form of awareness to build a learning atmosphere or create a learning process that can develop the individual potencies, which include self-control, morals, intelligences, spiritual strength, religion, and skills which later can be valuable and beneficial for both the society and the nation.<sup>3</sup>

A school or *madrasah* is an education institution to facilitate individual developing their skills and competences. In undertaking their activities, *madrasah* has more complex set of rules which is not only a setting for teachers and students to interact each other. In its operational system, *madrasah* is lead by the headmaster who organizes the institution.

Literacy program can be done to enhance the quality of the human resources by improving the characters.<sup>4</sup> In 2017, Indonesia launched the National Literacy Movement (GLN) through the formation of the GLN task force.<sup>5</sup> One of its concerns is increasing the habit and skills of reading. Reading skill is the ability to use the language which is significant in the process of developing the knowledge, as the activity of transferring or attaining the knowledge can be done through reading.<sup>6</sup> In fact, most of our activities are often related to the reading skills, such as understating the symbols, texts, pamphlets, announcements, posters, television programs, transporation schedules, advertisements and information from the internet.

The condition described above shows that activities done by human are correlated to reading. Therefore, especially in this era, it is important to enhance the quality of reading skills to increase an individual’s knowledge and experiences, thought, reasoning and a significant self-development.<sup>7</sup> In fact, most of our activities are often related to the reading skills, such as understating the symbols, texts,

<sup>1</sup> Toto Suharto, “Konsep Dasar Pendidikan Berbasis Masyarakat,” *Cakrawala Pendidikan* 3 (2005): 323–46, <http://eprints.uny.ac.id/3789/1/A01-toto.pdf>.

<sup>2</sup> Undang-undang Dasar Negara Republik Indonesia, “Pembukaan” (n.d.).

<sup>3</sup> Undang-undang RI, “Sistem Pendidikan Nasional,” Pub. L. No. 20 (2003).

<sup>4</sup> Bernadictus Plaatjies, “Investigating Principal Capacity in Literacy Instructional Leadership at Selected Primary Schools,” *Journal of Social Studies Education Research* 10, no. 3 (2019): 136–60.

<sup>5</sup> Atmazaki et al., *Panduan Gerakan Literasi Nasional* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), 5.

<sup>6</sup> Plaatjies, “Investigating Principal Capacity in Literacy Instructional Leadership at Selected Primary Schools,” 150.

<sup>7</sup> Yuan Sang, “Expanded Territories of ‘Literacy’: New Literacies and Multiliteracies,” *Journal of Education and Practice* 8, no. 8 (2017): 16–19, <https://files.eric.ed.gov/fulltext/EJ1139059.pdf>.

pamflets, announcements, posters, television programs, transportation schedules, advertisements and information from the internet.<sup>8</sup>

This phenomenon is also depicted in the Taufiq Ismail's research in 1996 titled "*Rabun Membaca – Pincang Menulis* (incapability in reading will affect to the competence of writing)" which showed that the habit of reading for the students in the high school was led by Germany with thirty-two books to read, while Indonesia was in the last position with zero book to read. Moreover, in the aspect of journal article writing, the United States posited itself on the first rank with 5.285.514 publications, while Indonesia was in the 65<sup>th</sup> with 12.871 publications. From the result of that study, it shows that the literacy of our nation is still low, especially on the reading books and the writing articles. Further detail of the data can be seen in the Scimagor, Journal and Country Rank 2011.<sup>9</sup>

Furthermore, based on the result of Programme International for Student Assessment (PISA) survey in 2009, it is illustrated that Indonesia was in the lowest position among the eight Asian countries. Other dissatisfied result of our productivity rank can also be seen from the data of TIMS (Trends International Mathematics and Science Study) in 2006 dan PIRLS (Progress in International Reading Literacy Study) in 2011. Indonesia is in the low level for three categories, which are mathematics, science and reading. The low level of each category is strongly correlated with the low level of literacy in Indonesia.<sup>10</sup>

The word literacy mentioned previously is not only defined as the ability to read and write, yet it is also covered broader aspects. Literacy is the ability to manage, use and develop their competencies not only for being able to read a text but also for being able to see and understand the world.<sup>11</sup> In line with this definition, UNESCO defines literacy as a formation of an individual understanding to read the world which can be done through education in both formal and informal institutions, academic research, cultural values, issues in the national contexts as well as the experiences. Yet, the most general and easiest understanding of literacy is the ability to read and write which the attainment is not limited to either place or time.<sup>12</sup>

Based on the definition mentioned above, it can be highlighted that literacy can enhance the quality of individuals, families and societies. More than that, as a character of literacy which has a multiple effect, it is also believed to be able to eradicate the poverty, optimize the growth of the natural resources, reduce the mortality rate, support the sustainable development and ease to make the peace. Therefore, it is implied that the life quality of those who are illiterate can hinder.

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<sup>8</sup> Jaclyn M. Dynia et al., "An Empirical Investigation of the Dimensionality of the Physical Literacy Environment in Early Childhood Classrooms," *Journal of Early Childhood Literacy* 18, no. 2 (2018): 239–63, <https://doi.org/10.1177/1468798416652448>.

<sup>9</sup> Taufiq Ismail, "Generasi Rabun Membaca, Pincang Menulis!," *Kompas*, January 7, 2007.

<sup>10</sup> Evita Devega, "TEKNOLOGI Masyarakat Indonesia: Malas Baca Tapi Cerewet Di Medsos," *Kominfo*, October 10, 2017, [https://www.kominfo.go.id/content/detail/10862/teknologi-masyarakat-indonesia-malas-baca-tapi-cerewet-di-medsos/0/sorotan\\_media](https://www.kominfo.go.id/content/detail/10862/teknologi-masyarakat-indonesia-malas-baca-tapi-cerewet-di-medsos/0/sorotan_media).

<sup>11</sup> Paulo Freire and Donald Macedo, *Literacy: Reading the Word and the World* (Routledge, 2005).

<sup>12</sup> UNESCO, "Literacy," accessed March 16, 2021, <https://en.unesco.org/themes/literacy-all>.

In Indonesia, many parties have been participated on the development of literacy. In some regions such as Kediri,<sup>13</sup> Tulungagung,<sup>14</sup> Malang,<sup>15</sup> dan Surabaya,<sup>16</sup> they have been started the programs to enhance the literacy level. In Surabaya, the literacy acceleration is done through various strategies, which are: 1) power strategy, 2) normatif-educative strategy, dan 3) persuasive strategy. The purpose of those three strategies is to make Surabaya as a Literacy city. The work programs and activities are holding librarian training; improving management of the reading services and socialize the reading habit; providing the processing system, maintenances, public library amenities; creating reading community (*Taman Baca Masyarakat*); and developing the community skills to utilize the result of library activities. The statistic shows that the number of reading services in 2005 was about 1008 spots and the visitors kept increasing each year and reached 17.736.360 people in 2014.<sup>17</sup>

From the data above, it shows that Indonesia is still in the low stage. Several changes and adaptations from the developed countries need to be administered if Indonesia aspires the development of education, specifically the literacy level. Those adaptations can be parts of innovation, as Rogers (1983) mentioned "Innovation is an idea, practice, or object that is perceived as new by an individual or another unit of adoption."<sup>18</sup> In other words, innovation is understood as a new idea to adopt which is fully considered and received as a new thing by a certain individual or communities.

Generally, innovation is defined as an idea which can be used for renewing the natural sources, capital, energies, new technology usage and the regulation of labor which can lead into both production system and new products creation. An innovation can be completed through two long specific steps which are discovery and invention.<sup>19</sup> In an education context, innovation is used as an observatory idea which is categorized as a new thing for individual or society, either as a result of an invention or discovery to solve educational problems in order to reach the education goals.

This study focuses on the educational innovation to support the literacy program, where literacy is a vital education program for creating the nation character. To explore the innovation further, a Community Based Research (CBR) method is used; as it is a form of collaboration in research between a researcher and a community where both of them can get the mutual benefit for reaching a social action

<sup>13</sup> Sonia Putri Nandasari, "Implementasi Literasi Media Dalam Mengembangkan Minat Baca Siswa Di Smp Negeri 1 Kediri," *NOSI* 5, no. 5 (2017): 1–12.

<sup>14</sup> Ajeng Kristianti Lawalata and Muhammad Sholeh, "Pengaruh Program Literasi Terhadap Minat Baca Dan Prestasi Belajar Siswa Di Smp Islam Al-Azhaar Tulungagung," *Inspirasi Manajemen Pendidikan* 7, no. 3 (2019): 1–12, <https://jurnal mahasiswa.unesa.ac.id/index.php/inspirasi-manajemen-pendidikan/article/viewFile/28880/26445>.

<sup>15</sup> Berlian Pancarrani, Isma Wakhidatul Amroh, and Yunita Noorfiriana, "Peran Literasi Orang Tua Dalam Perkembangan Anak," *BIBLIOTIKA: Jurnal Kajian Perpustakaan Dan Informasi* 1, no. 2 (2017): 23–27.

<sup>16</sup> Layli Hidayah, "Implementasi Budaya Literasi Di Sekolah Dasar Melalui Optimalisasi Perpustakaan: Studi Kasus Di Sekolah Dasar Negeri Di Surabaya," *JU-Ke (Jurnal Ketahanan Pangan)* 1, no. 2 (2017): 48–58.

<sup>17</sup> Satrya Darmawan, *Bunga Rampai Literasi Indonesia* (Jakarta: Remaja Rosdakarya, 2015), 34.

<sup>18</sup> Everett M. Rogers, *Diffusion of Innovation* (New York: The Free Press. A Division of Macmillan Publishing Co. Inc., 1983), 11.

<sup>19</sup> Abdurrahman Fathoni, *Antropologi Sosial Budaya Suatu Pengantar* (Jakarta: Rineka Cipta, 2006), 33–34.

and social change.<sup>20</sup> Through this method, this research seeks to uncover and analyse the steps of persuasion, decision, implementation and confirmation in the innovation process of literacy Habit program in twenty-seven *Madrasah Ibtidaiyah* in Surabaya.

## B. Surabaya and Literacy in Madrasah in Surabaya

The development of literacy in Surabaya is inseparable from the policies launched by the government of Surabaya. In Surabaya, there are several legal laws to support the literacy program. Some of them are: 1) Surabaya Regional Regulation Number 5 in 2009 concerning the Implementation and Management of Libraries; 2) Surabaya Mayor Regulation Number 11 in 2010 concerning the Implementation of Library Regulations; 3) Surabaya City Regulations Number 16 in 2012 concerning Education Implementation; 4 ) Letter of the Head of the Surabaya Education Department, Number: 421/37.05/436.6.4/2014 dated April 29, 2014 concerning Compulsory Reading for Students and Teachers; 5) Letter of the Head of the Surabaya Archives and Library, Number: 041/1591/436.7.7 /2014 April 28, 2014 concerning an appeal to support in succeeding Surabaya as a Literacy City.<sup>21</sup>

The development of Surabaya city has led Surabaya to become a literacy city. Literacy becomes a significant entity for a world civilization, especially in this 21<sup>st</sup> century where world civilization is very synonymous with technology and the rapid flow of information circulating in the media. Nowadays, almost all aspects of life cannot be separated from information and communication technology (ICT), starting from the field of economic, communication, social, politic and even education.<sup>22</sup> Literacy plays an important role in the 21<sup>st</sup> century as it is an ability to construct meaning based on what someone has absorbed either textually or contextually.<sup>23</sup> In detail, literacy is the ability of using reading, writing, and speaking activities to extract, construct, integrate, and critique meaning through interaction and engagement with multimodal texts in the context of socially situated practice.<sup>24</sup> Thus, literacy skills can lead a person to be able to absorb many sorts of information properly and utilize information in daily life correctly and appropriately. More than that, it is expected that literacy can assist individual to act exactly based on the knowledge that he has extracted through literacy activities, to be able to solve problems with careful consideration based on information they attained previously, and to get used to build a life not only based on intuition but also on measurable and tested knowledge.

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<sup>20</sup> Washburn University, *Working Together: Forging Campus Community Partnerships through Community-Based Research*, n.d., 45, <https://www.washburn.edu/admin/accreditation/evidence/CBRbrochure.pdf>.

<sup>21</sup> Lihat, Arini Pakistyaningsih. dkk., *Menuju Wujud Surabaya Sebagai Kota Literasi* (Surabaya: Pelita Hati, 2014).

<sup>22</sup> Helaludin, "Peningkatan Kemampuan Literasi Teknologi Dalam Upaya Mengembangkan Inovasi Pendidikan Di Perguruan Tinggi," *Pendais I*, no. skor 403 (2019): 44–55.

<sup>23</sup> P. David Pearson and Gina N. Cervetti, "Fifty Years of Reading Comprehension Theory and Practice," in *Research-Based Practices for Teaching Common Core Literacy*, ed. P. D. Pearson and E. H. Hiebert (New York: Teachers College Press, 2015), 1–39.

<sup>24</sup> Katherine K. Frankel et al., "From 'What Is Reading?' To What Is Literacy?," *Journal of Education* 196, no. 3 (2016): 7–17.

As the era has changed, literacy skills have also developed. Recently, as a result of the rapid development of information and communication technology (ICT), information and communication technology literacy has emerged, namely the ability to use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate and create information in order to provide benefits in social life.<sup>25</sup> Moreover, technological development has launched to the development of media such as digital media and social media. As a consequence, media literacy has emerged, such as the ability to access media, to understand and critically evaluate aspects of media and media content to create good communication in various contexts.<sup>26</sup> Further, as well as the media which ultimately presents infinite information, the flow of which is so rapidly unstoppable that the term information literacy emerges, called as the ability to search, select, critically evaluate and use information to solve problems in various contexts such as independent project.<sup>27</sup> There is even computational literacy where it is about the ability of a person to solve problems using the assistance of computational tools.<sup>28</sup>

Literacy has indeed become a vital aspect to empower the quality and competence of an individual. In fact, the government of Surabaya has already started this and made this legal through official regulations as mentioned previously above. Surabaya has started to promote literacy by developing libraries, holding compulsory reading programs, and lifting the spirit of making Surabaya as a literacy city, especially in *madrasah*. *Madrasah* as an educational institution become a forum for the implementation of the program. To carry out the programs, *madrasah* has a more complex system order; not only as a place for interaction between educators and students, in its operational process, *madrasah* are also driven by the head who organizes the institution. In addition, improving the quality of human resources by improving their characters can be realized through the literacy programs. It is expected that Surabaya will be able to innovate continuously in developing other literacy programs in to increase the literacy level of students as well as the community.

### C. Process of Innovation Program on Literacy Habit in Madrasah Ibtidaiyah

#### 1. Knowledge

The innovation process begins with the knowledge stage, which is the stage when a person realizes an innovation and wants to know the function of innovation. There are three types of knowledge in the innovation introduction stage, namely: awareness or knowledge of the innovation, technical knowledge and principal knowledge.<sup>29</sup> The existence of innovation creates a need,

<sup>25</sup> ICT Literacy Panel, "Digital Transformation: A Framework for ICT Literacy. A Report of the International ICT Literacy Panel," *Educational Testing Service*, 2002.

<sup>26</sup> Tibor Koltay, "The Media and the Literacies: Media Literacy, Information Literacy, Digital Literacy," *Media, Culture and Society* 33, no. 2 (2011): 211–21, <https://doi.org/10.1177/0163443710393382>.

<sup>27</sup> Louise Limberg, Olof Sundin, and Sanna Talja, "Three Theoretical Perspectives on Information Literacy," *Human IT* 11, no. 2 (2012): 93–130.

<sup>28</sup> Camilo Vieira et al., "Exploring Undergraduate Students' Computational Literacy in the Context of Problem Solving," *Computers in Education Journal* 16, no. 1 (2016): 100–112, <https://doi.org/10.18260/p.24081>.

<sup>29</sup> C. Baden-Fuller and M. Pitt, *Strategic Innovation* (London: Routledge, 1996).

because it happens that someone feels the need. But it may also happen that because someone needs something, innovation is needed to fulfill it. Based on the reality in society, rarely does the former occur, because many people do not understand what is required.<sup>30</sup> Moreover, in the field of education, those who can feel the urgency of change are generally experts, while teachers themselves are not necessarily willing to accept changes or innovations that are actually needed to make the implementation of tasks more effective.

When a person realizes the existence of innovation and opens himself to know about innovation, his activeness to fulfill his curiosity about innovation does not only take place at the knowledge stage but also at other stages. Even at the confirmation stage, there is still a desire to know certain aspects of the innovation.<sup>31</sup> Regarding knowledge about innovation, there are generalizations (general principles) about people who know about innovation earlier: a) people who know about innovation earlier are more educated than people who are late, b) people who know about innovation earlier are more highly educated their socioeconomic status than the latter, c) people who know about innovation earlier are more open to mass media than latter, d) people who know about innovation earlier are more open to interpersonal communication than the latter, e) people who know about innovation earlier about innovations have more contact with change agents than late ones, f) people who know about innovations early on more participate in social systems than those that are late, and g) people who know about innovations early are more cosmopolitan than late ones.<sup>32</sup>

Furthermore, Roper & Love, quoting from the UK House of Lords Select Committee on Science and Technology, reveals that innovation itself is the exploration of a series of knowledge with new ways or new goals.<sup>33</sup> Thus, a person's the knowledge is a potential asset that can be managed in certain ways for certain purposes. Later, the process of the knowledge will produce an innovation. In addition, Rigby & Zook, even though the context is in the area of entrepreneurship, reveals that the flow of knowledge is very important in the innovation process;<sup>34</sup> which means that knowledge is a raw material that still needs to be processed to get to a planned innovation.

It should also be noted that knowing about innovation is not the same as implementing innovation. Many people know about innovation, but they do not implement it, with various possible causes. In the application of innovation, there is a term called the preventive innovation,

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<sup>30</sup> Dave Francis and John Bessant, "Targeting Innovation and Implications for Capability Development," *Technovation* 25, no. 3 (2005): 171–83, <https://doi.org/10.1016/j.technovation.2004.03.004>.

<sup>31</sup> Francis and Bessant.

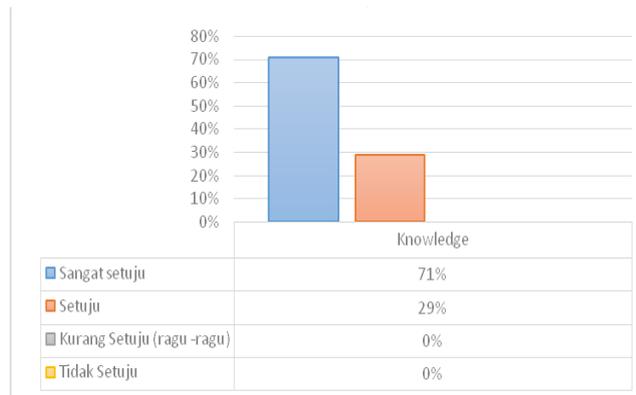
<sup>32</sup> Rogers, *Diffusion of Innovation*, 87.

<sup>33</sup> Stephen Roper and James H. Love, "Knowledge Context, Learning and Innovation: An Integrating Framework," *Industry and Innovation* 25, no. 4 (2018): 339–64, <https://doi.org/10.1080/13662716.2017.1414744>.

<sup>34</sup> Chris Zook and Darrell K. Rigby, "Open-Market Innovation," *Harvard Business Review*, October 2002, <https://hbr.org/2002/10/open-market-innovation>.

that is, someone applies innovation because he wants to avoid something unwanted in the future. For example, family planning, helmet use, insurance, and so on.

In the research process, the following data were found:



**Grafik 1. Graph of answers obtained from knowledge statements**

The data above is generated from knowledge about innovation both in terms of technical and principle. The diagram shows the same trend as Rogers' analysis, as previously mentioned, he found 8 principles of people who innovate. The statement proposed is shown in the table below. Statements in the knowledge stage are 1) important literacy activities to be carried out; 2) literacy activities in the form of reading, writing, communicating, listening; 3) developing a literacy culture needs to be supported by a good library program; 4) the development of reading culture needs to be done in collaboration with parents and guardians of students, the local community, and stakeholders.

The graphic above also shows that out of the 4 questions, the majority of respondents gave a positive response where 71% answered strongly agree and 29% answered agree. Meanwhile, none of the respondents answered disagree and disagree (0%). The data shows that the knowledge of teachers or library managers in innovation is quite good. These statements indicate several principles. The first principle is that people who know about innovation earlier are more educated than those who do not. On average, those who answered strongly agree were librarian with higher education than those with lower education. They are also open to change. Based on the statements they answered and the results of the interviews, it was shown that their knowledge of innovation was the basis for developing a literacy culture in their schools or Madrasah Ibtidaiyah.

The first principle is in line with the results of Mir-Babayev's research which states that the level of education can impact someone to be more innovative.<sup>35</sup> Someone with a higher education level has a culture of knowledge that is more than someone who is not educated, thus the knowledge that is a prerequisite for the creation of innovation has been attached and it is just a matter of how to manage it, so that the knowledge can turn into an innovation. In addition, Brunello

<sup>35</sup> Rahim Mir-Babayev, "Impact of Education on Innovation Performance: Evidence from Azerbaijan Construction Industry," *IOSR Journal of Business and Management* Ver. II 17, no. 12 (2015): 2319–7668, <https://doi.org/10.9790/487X-171227580>.

et al. also revealed that someone with higher education has a 'dynamic effect' for creating new innovations.<sup>36</sup> Stadler also shared the same view that education and innovation emerged in in-line growth and he suggested that governments could accelerate growth by increasing the quality of education.

The second principle states that people who know about innovation earlier have a higher socioeconomic status than those who do not. In this case, the socio-economic status of the library manager is also a determinant in this innovation activity. Library managers who have a high economic status are found to be more open to change. Indicators of this social status are those who are already certified, or have a husband or wife who are already economically established. Their spouses are civil servants, entrepreneurs, or employees of private companies.

Tomaszewski & Świadek also revealed the relationship between economic status and innovation in their research, although it is in the context of a company. They found that when companies experienced an improvement in their economic situation, their innovation activities increased.<sup>37</sup> Another research by Kumar & Sundarraj revealed that the relationship between innovation and the economy, which in this case is specifically related to economic growth, has been studied substantially since the time of Adam Smith in the 18th century. Innovative companies hire more employees and pay higher salaries, so it proves that innovation and economic output are closely related.<sup>38</sup>

The third principle states that people who know about an innovation early are more open to the mass media than those who know it later. The findings of this study also show the same indication. During the interview process, the library managers who answered strongly agree were those who were open to mass media. At home, they subscribe to the newspaper and when they are asked about the function of an android cellphone, they answered that it is not only for social networking, for example meeting with friends via facebook, line, or whatsapp, but they also realized that knowledge is also important. They said it is important to find knowledge through the information from an android cellphone.

It is undeniable that mass media is a medium for conveying information and knowledge, and a person can enrich his knowledge as a provision to build a new innovation through this mass media, either print or digital media. Roberts & Piller revealed that the use of social media supports the birth of innovation and the development of new products.<sup>39</sup> Then, in another study, Roberts et

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<sup>36</sup> Giorgio Brunello, Pietro Garibaldi, and Etienne Wasmer, "Higher Education, Innovation and Growth," in *Education and Training in Europe* (Oxford University Press, 2007).

<sup>37</sup> Marek Tomaszewski and Arkadiusz Świadek, "The Impact of the Economic Conditions on the Innovation Activity of the Companies from Selected Balkan States," *Economic Research-Ekonomska Istrazivanja* 30, no. 1 (2017): 1896–1913, <https://doi.org/10.1080/1331677X.2017.1398099>.

<sup>38</sup> Vijay Kumar and R. P. Sundarraj, "The Economic Impact of Innovation," in *Global Innovation and Economic Value* (New Delhi: Springer, New Delhi, 2018), 49–93, [https://doi.org/10.1007/978-81-322-3760-0\\_2](https://doi.org/10.1007/978-81-322-3760-0_2).

<sup>39</sup> Deborah L. Roberts and Frank T. Piller, "Finding the Right Role for Social Media in Innovation," *MIT Sloan Management Review* 57, no. 3 (2016): 41–47, <https://doi.org/10.7551/mitpress/11633.003.0019>.

al. revealed that mass media, specifically in the form of social media, can be used to enrich references in developing a new innovation and provide considerable benefits in the projection of an innovation.<sup>40</sup> In line with that, Hitchen et al. Revealing that an open innovation can be accelerated through the proper use of social media, since social media is an important tool for increasing the inflow and outflow of new knowledge.<sup>41</sup> In addition, Makmun, et al. Emphasizing that from the variety of information circulating on social media, it is important to develop a critical attitude and a culture of literacy.<sup>42</sup>

The fourth principle states that people who are aware of innovations are more open to interpersonal communication than those who are not. Interpersonal communication is communication that requires actors to meet face-to-face between two or more people by bringing verbal and nonverbal messages so that each can understand each other and interact effectively.<sup>43</sup> Library managers who have these characteristics seem enthusiastic in accepting new ideas or ideas about literacy in their madrasas.

The fifth principle states that people who know about an innovation earlier have more contact with the agents of change than those who do not. The agents of change in this context are people or institutions that encourage the creation of planned social change.<sup>44</sup> The agents of social change in this literacy mentoring process are UIN Sunan Ampel Surabaya, the Library and Archives Service of Surabaya, and the City Ministry of Religion Office of Surabaya. The madrasas that answered strongly agree were the madrasas that had frequent contact with those three institutions. By frequently contacting the agent of change, the madrasas have been building their networking and someone who build strong networking has more opportunities to give birth to innovation than one who does not. Ritter & Gemünden in their research mention network competence, that this network competence has a positive influence on the success of innovation.<sup>45</sup>

The sixth principle states that people who know about innovation earlier participate more often in the social system than those who do not. The library managers who answered strongly agreed in the questionnaire and the results of the interviews showed that they were members who

<sup>40</sup> Deborah L. Roberts, Frank T. Piller, and Dirk Lüttgens, "Mapping the Impact of Social Media for Innovation: The Role of Social Media in Explaining Innovation Performance in the PDMA Comparative Performance Assessment Study," *Journal of Product Innovation Management* 33 (2016): 117–35, <https://doi.org/10.1111/jpim.12341>.

<sup>41</sup> Emma L. Hitchen et al., "Social Media: Open Innovation in SMEs Finds New Support," *Journal of Business Strategy* 38, no. 3 (2017): 21–29, <https://doi.org/10.1108/JBS-02-2016-0015>.

<sup>42</sup> Muh. Ngali Zainal Makmun, Masrurotul Mahmudah, and Muhamad Agus Mushodiq, "Internalisasi Etika Bermedia Sosial Nahdlatul Ulama Dalam Pendekatan Saintifik," *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 7, no. 1 (2019): 55–70.

<sup>43</sup> Matthew B. Miles, *Innovation in Education* (New York: Bureau of Publications, Teachers College, Columbia University, 1964), 501.

<sup>44</sup> Kamus Besar Bahasa Indonesia Online, "Arti Kata Agen - Kamus Besar Bahasa Indonesia (KBBI) Online," accessed March 16, 2021, <https://kbbi.web.id/agen>.

<sup>45</sup> Thomas Ritter and Hans Georg Gemünden, "Network Competence: Its Impact on Innovation Success and Its Antecedents," *Journal of Business Research* 56, no. 9 (2003): 745–55, [https://doi.org/10.1016/S0148-2963\(01\)00259-4](https://doi.org/10.1016/S0148-2963(01)00259-4).

were actively involved in community activities. Some of them became heads of neighborhood association, PKK administrators, recitation committees, administrators of mass organizations such as NU or Muhammadiyah.

The seventh principle states that people who know about innovation early are more cosmopolitan<sup>46</sup> than those who do not. Cosmopolitan is an ideology which states that all human races are a single community that has the same morality. This principle is also found in this study. Library managers who have these characteristics think that when they look at other institutions that can progress and develop, they are also optimistic that the madrasas they foster can develop too. In addition, they see every student in every school has the same potential. So, when they want to develop madrasas, they see that there are similarities between children who are in their madrasas and children outside their madrasas.

## 2. Persuasion

In the persuasion stage of the innovation-decision process, a person forms a favorable or unfavorable attitude toward the innovation. If at the knowledge stage the main mental activity is the cognitive field, then at the persuasion stage the main role is the affective or feeling field. A person cannot enjoy innovation until he first knows about innovation. In this persuasion stage, mental activity plays a more important role. In this stage a person will try to know more about the innovation, and interpret the information he receives. At this stage, the selection of information that is adapted to the conditions and personal characteristics of the person is also taking place. This is where the characteristics of innovation play an important role in influencing the innovation decision process.<sup>47</sup> Shin and Kim, argue that in this persuasion stage, the ability to anticipate the possible application of innovations in the future is also significant. The ability to project the application of innovation in thinking based on existing conditions and situations is needed. To facilitate this mental process, it is necessary to have a clear picture of how the innovation is implemented, if possible, knowing the consequences of innovation is also important.<sup>48</sup>

It is hoped that the results of the persuasion stage will direct the innovation decision process, or in other words there will be a match between liking the innovation and implementing the innovation. However, it should be noted that there is actually a distance between attitude and activity towards the existence of innovation. People who like innovation do not necessarily apply innovation. There is a distance or gap between: knowledge, attitude and application (practice). For example, a teacher knows about the discussion method, knows how to use it, and is happy to use

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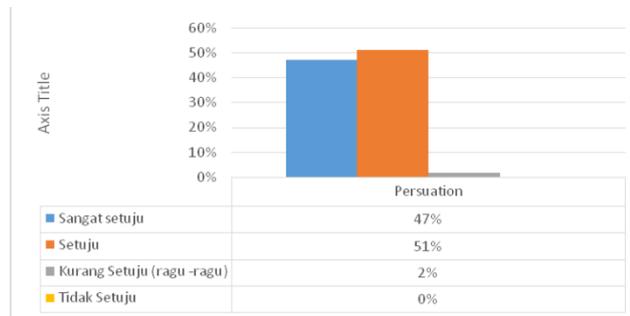
<sup>46</sup> Kamus Besar Bahasa Indonesia Online, "Arti Kata Kosmopolitan - Kamus Besar Bahasa Indonesia (KBBI) Online," accessed March 16, 2021, <https://kbbi.web.id/kosmopolitan>.

<sup>47</sup> Sawasn Al-Husseini, "Knowledge Sharing Practices as a Basis of Product Innovation: A Case of Higher Education in Iraq," *International Journal of Social Science and Humanity* 5, no. 2 (2015): 182–85, <https://doi.org/10.7763/ijssh.2015.v5.449>.

<sup>48</sup> Youngsoo Shin and Jinwoo Kim, "Data-Centered Persuasion: Nudging User's Prosocial Behavior and Designing Social Innovation," *Computers in Human Behavior* 80 (2018): 168–78, <https://doi.org/10.1016/j.chb.2017.11.009>.

it, but he never uses it, due to several factors: seating is not possible, the number of students is too many, and the teacher is afraid that the material will not be presented on time. Therefore, there is an urgency for troubleshooting assistance.

Data about persuasion produces a graph as follow:



**Grafik 2. Graph of answers obtained from persuasion statements**

The graph shows the following data, respondents answered strongly agree 47%, agree 51%, disagree 2% and disagree 0%. Based on these answers, it shows that at the persuasion stage the teachers or library managers are already at a good level of persuasion. The list of statements in the questionair at the persuasion stage is as follows: 1) The facilitators of literacy support the changes and reforms in library administration; 2) literacy facilitators support compulsory reading curriculum activities; 3) Madrasah supports literacy assistance programs in aspects of improving library management; 4) Madrasah supports literacy assistance programs in the aspect of improving the compulsory reading curriculum.

From the graph it was also found that most of the library managers answered the question between strongly agree and agree. When this answer was checked with them through interviews, those who answered strongly agree (47%) and agreed (51%) were those who had been supported by madrasa facilities. Based on interviews with library managers who answered that they did not agree (2%), it was found that in terms of their attitude they wanted to make changes, but unfortunately, they could not make changes due to infrastructure and support from the principal/madrasah Ibtidaiyah. The influencing factors are that the facilities and infrastructure they have are not sufficient, the library room is still mixed with other rooms, the library room is directly adjacent to people's homes and the book collection is very limited. Library managers are willing and agree with changes in the madrasa, but they do not have the power to make innovation decisions. Respondents who answered disagree amounted to 0%, meaning that there were no respondents who answered disagree in this persuasion stage.

From the findings for the persuasion stage in the graph above, it is known that library managers who answered strongly agree and agreed were at a high level of persuasion, while those who answered less agree and disagreed their level of persuasion was actually present but not visible. This invisible level of persuasion should be there, but a little. when they were interviewed

by researchers, they said that they did not have power or power from the environment they were in.

From the data in the graph, it is known that at the persuasion stage, 98% of library managers answered agree, where 47% of library managers answered strongly agree and 51% answered agree. From these results it can be said that persuasion is influenced by knowledge, because the results of the questions at the knowledge stage show that 98% of library managers agree on innovation, where 71% of library managers answer strongly agree and 29% agree. This is in accordance with Sahin who revealed that the individual forms his attitude after he knows about the innovation,<sup>49</sup> so that the persuasion stage follows the knowledge stage.

In the persuasion stage of the innovation-decision process, a person forms a favorable or unfavorable attitude toward the innovation. If in the knowledge stage the dominant mental activity is the cognitive part, then in the persuasion stage the affective or feeling field plays a major role. A person cannot enjoy innovation until he knows about innovation first. This is in line with what was done by Xia & Lee in their research, where persuasion can significantly determine one's initial perception, one's attitude towards something, and one's intentions towards it; therefore, persuasion in their research was followed by training and real experience.<sup>50</sup>

In this persuasion stage, mental activity plays a major role. A person will try to know more about the innovation, and interpret the information he receives. At this stage there is a selection of information that is tailored to the conditions and personal characteristics. This is where the role of the characteristics of innovation in influencing the innovation decision process takes place. In this persuasion stage, the ability to anticipate the possibility of implementing innovations in the future is also crucial. In addition, the ability to project the application of innovation in thinking based on existing conditions and situations is also necessary. To facilitate this mental process, it is necessary to have a clear picture of how the implementation of the innovation, if possible, to the consequences of innovation.

### 3. Decision

The decision stage of the innovation-decision process takes place when a person undertakes activities that lead to deciding whether to accept or reject the innovation. Accepting innovation means fully implementing the innovation. Rejecting innovation means not implementing the innovation. It often happens that someone will accept an innovation after he has tried it first, even if it is possible to try a small part first, then proceed as a whole if it has proven to be successful as

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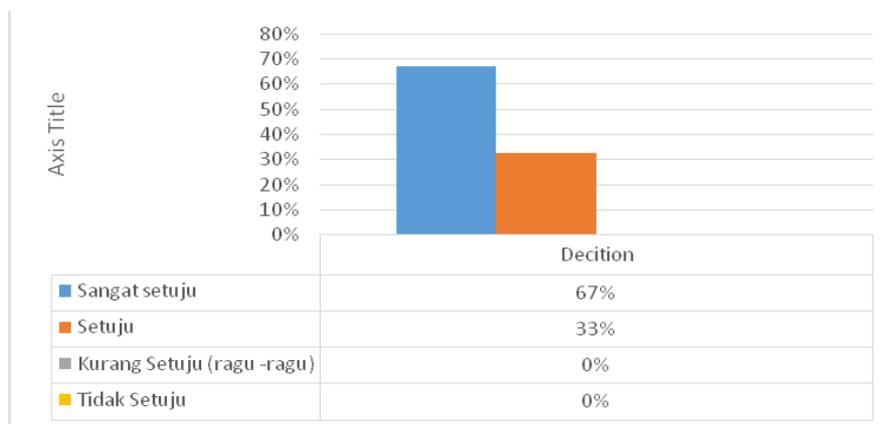
<sup>49</sup> Ismail Sahin, "Detailed Review of Rogers' Diffusion of Innovations Theory and Educational Technology-Related Studies Based on Rogers' Theory," *The Turkish Online Journal of Educational Technology* 5, no. 2 (2006): 14–23.

<sup>50</sup> Weidong Xia and Gwanhoo Lee, "The Influence of Persuasion, Training and Experience on User Perceptions and Acceptance of IT Innovation," *International Conference on Information Systems*, 2000, 371–84.

expected. But not all innovations can be tried by breaking them down into parts, although Innovations that can be tried piece by piece will be accepted more quickly.<sup>51</sup>

Another way that can be done is that an experiment on an innovation is enough to be carried out by a group of people, and others simply trust the results of their friends' experiments. It should be noted that at any stage in the innovation-decision process there may be resistance to innovation. For example, rejection can occur at the beginning of the knowledge stage, it can also occur at the persuasion stage, it may also occur after confirmation, and so on.<sup>52</sup> In the implementation of the diffusion of innovation between knowledge, persuasion and innovation decisions often go hand in hand. One with the other are interrelated. Even for certain types of innovation and under certain conditions there can be a sequence: knowledge-decision-new-innovation persuasion.

The findings from the questionnaire at the decision stage showed that the library managers who answered strongly agreed were 67%, and agreed 33%. While those who answered less agree and disagree were 0% respectively. This graph means that at the decision stage, the madrasas that are mentored are already at the decision stage well, because most of the library managers answered strongly agree and agree to the statements about the decision stage. Meanwhile, there were no library managers who answered less agree and disagree on the statements in the questionnaire. The distribution of these findings can be seen in the following graph.



**Grafik 3. Graph of answers obtained from decision statements**

The list of statements in the questionnaire for the decision are as follows: 1) Madrasas need to make changes so that the reading culture program can increase, 2) My Madrasah need assistance, and 3) I want Madrasas to change towards a better direction in literacy activities. Data from the results of this questionnaire were triangulated with the results of interviews and research locations. This is done to find out whether the mentoring partner madrasas have made changes or the additions to the reading culture program are increasing, are the madrasas still feel the need for

<sup>51</sup> Carsten K.W. De Dreu and Michael A. West, "Minority Dissent and Team Innovation: The Importance of Participation in Decision Making," *Journal of Applied Psychology* 86, no. 6 (2001): 1191–1201, <https://doi.org/10.1037/0021-9010.86.6.1191>.

<sup>52</sup> Walter Doyle and Gerald A. Ponder, "The Practicality Ethic in Teacher Decision-Making," *Interchange* 8, no. 3 (1977): 1–12, <https://doi.org/10.1007/BF01189290>.

assistance, and are the madrasas required to be better than before they were assisted with literacy assistance.

The decision stage of the innovation-decision process takes place when a person undertakes activities that lead to deciding whether to accept or reject the innovation. Accepting innovation means fully implementing the innovation. Rejecting innovation means not implementing the innovation. In this context, the madrasah where the literacy assistance program is located has decided to continue innovation. The reading culture program is well received and the library management is well improved, so that the library is administrated orderly and it also has a good layout, so that students who visit the library feel at home.

The decision to accept the reading culture program with the decision indicators as previously mentioned is a very logical decision. Because the indicator of the decision leads to efficiency for the progress of the madrasa. Treviño mentions perceived usefulness as a factor that influences the decision-making process.<sup>53</sup> Thus, the more an innovation has the potential to bring efficiency, the more likely it is to be accepted.

In the context of this reading culture program decision, it is also necessary to pay attention to how to approach it. The decision to run this program may be right but one day it is not accepted, or it can be accepted but in reality, it is not. Gutiérrez revealed that various approaches really need to be considered in order to make decisions.<sup>54</sup>

#### 4. Implementation

The implementation stage of the innovation decision process occurs when someone implements an innovation. In this implementation stage, both mental and action activities take place. The decision to accept new ideas or ideas is proven in practice. In general, implementation certainly follows the results of innovation decisions. There is a certain case when an innovation has been accepted but innovation is not followed by implementation. Usually this happens because the facilities for implementing the innovation are not available.<sup>55</sup>

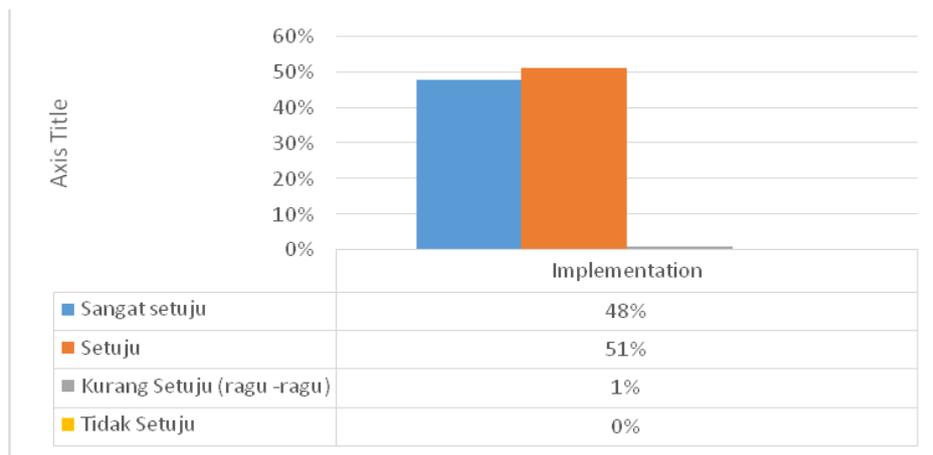
The implementation stage can last for a very long time, depending on the state of the innovation itself. The implementation phase ends when the implementation of the innovation has become institutionalized or has become routine and the institution has not implemented anything new. The condition of the madrasah where the Literacy KKN stayed can be seen in the following graph.

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<sup>53</sup> Carolina Felton Treviño, "Decision-Making Process When Adopting or Rejecting Innovation in Small Firms : A Focus on the Hostel Industry" (2015).

<sup>54</sup> E. Gutiérrez et al., "Innovation and Decision Making: Understanding Selection and Prioritization of Development Projects," *Proceedings of the 4th IEEE International Conference on Management of Innovation and Technology, ICMIT, 2008*, 333–38, <https://doi.org/10.1109/ICMIT.2008.4654386>.

<sup>55</sup> Katherine J. Klein and Joann Speer Sorra, "The Challenge of Innovation Implementation," *Academy of Management Review* 21, no. 4 (1996): 1055–80.



**Grafik 4. Graph of answers obtained from implementation statements**

From the graph above, it can be seen that 48% of madrasas that received literacy assistance answered strongly agree, 51% of madrasas answered agree, 1% madrasas answered less agree, and there is no madrasa answered disagree. The graph also means that the madrasah where literacy assistance took place has implemented the literacy program well.

The questions related to the implementation of literacy innovation are: 1) There are more than 4 kinds of literacy assistance activities related to library management (for example: making tongues of books, recapping books, making book loan cards, making bookkeeping of borrowing lists, etc.) and 2) There are more than 4 kinds of literacy assistance activities related to the compulsory reading curriculum (eg: reading logs, reading together, reading ambassadors, storytelling competitions, etc.).

The majority of these statements were responded with strongly agree and agree. It means that the Madrasah has implemented the innovation through mentoring. Based on the statement through the questionnaire, madrasas have carried out more than 4 kinds of literacy activities, both in the context of the compulsory reading curriculum and physical revitalization. They can implement compulsory reading curriculum for example by holding activities such as reading logs, reading together, reading ambassadors, storytelling competitions. Meanwhile, they can carry out library revitalization activities by making book tongues, recapitulating books, making book loan cards, and making bookkeeping of book borrowing lists. Through observations to the target madrasas and the results of interviews with students, this implementation has been seen during the mentoring activities. The compulsory reading curriculum activities have become a reading culture in madrasas and the physical library has been neatly arranged. Students are happy in the library and they tend to stay longer in the library, because they feel comfortable.

In the implementation stage, a reinvention<sup>56</sup> can occur. It happens when the application of innovation occur by making changes or modifications. So reinvention is the application of innovation that changes from its original form. Reinvention does not necessarily mean that it is a bad thing, but

<sup>56</sup> Miles, *Innovation in Education*, 522.

the occurrence of reinvention could be a policy that must be taken in the implementation or application of innovation by taking the existing conditions and situations into account. There are several things that allow reinvention to occur, they include : innovations that are very complex and difficult to understand, innovation recipients are less able to understand innovation because it is difficult to meet innovator agents, innovations that allow various forms of application, innovations are applied to solve very broad problems. In addition, pride in the innovation of a certain area can also lead to reinvention.

## 5. Confirmation

In this confirmation stage, a person seeks reinforcement of the decisions he has taken. He can retract his decision if the information obtained contradicts the original information. This confirmation stage takes place continuously since the decision to accept or reject the innovation, this stage lasts indefinitely. During the confirmation stage, a person tries to avoid the occurrence of dissonance or at least tries to reduce it.<sup>57</sup>

In relation to the diffusion of innovations, efforts to reduce dissonance can occur a) if someone is aware of a need and tries to find something to meet the need, for example by seeking information about innovation. This occurs at the knowledge stage in the innovation decision process, b) when a person knows about the innovation and he has enjoyed the innovation, but has not yet made a decision to accept the innovation. In order to reduce the dissonance between what he likes and believes and what he does, he will try to accept it. This occurs at the innovation-decision stage, and the implementation stage in the innovation-decision process.<sup>58</sup>

After someone decides to accept and implement an innovation, there is a possibility that someone is invited to reject it. in such situations, dissonance can be reduced by discontinuing acceptance and adoption of the innovation (discontinuing). While there is another possibility that someone has decided to reject the innovation, then invited to accept it. So the effort to reduce dissonance is to accept the innovation (change the original decision). In De Jager's view, this change occurs (not continuing the innovation or following the innovation late) at the confirmation stage of the innovation decision process.<sup>59</sup> In reality, sometimes it is difficult for people to change a decision that is already established and liked, even though rationally it is known that there are weaknesses. This often happens to avoid the emergence of dissonance, so a person is only trying to find information that can strengthen his decision. In other words, the person selects the preferred information in the confirmation stage (selective exposure).

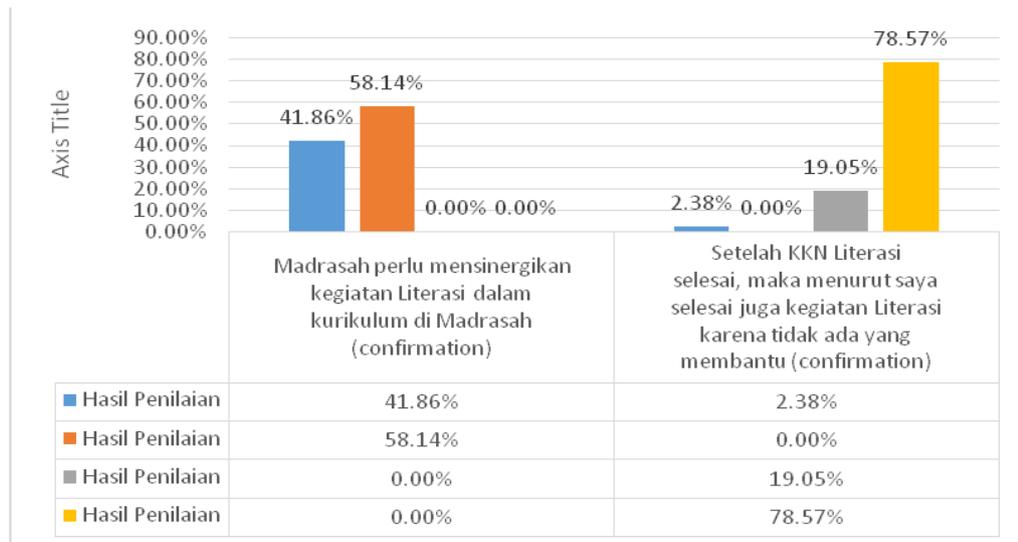
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<sup>57</sup> Jingjing Lin and Lorenzo Cantoni, "Decision, Implementation, and Confirmation: Experiences of Instructors behind Tourism and Hospitality MOOCs," *International Review of Research in Open and Distributed Learning* 19, no. 1 (2018).

<sup>58</sup> Trisha Greenhalgh et al., "Diffusion of Innovations in Service Organizations: Systematic Review and Recommendations," *Milbank Quarterly* 82, no. 4 (2004): 581–629, <https://doi.org/10.1111/j.0887-378X.2004.00325.x>.

<sup>59</sup> Bertus Jager et al., "Enabling Continuous Improvement: A Case Study of Implementation," *Journal of Manufacturing Technology Management* 15, no. 4 (2004): 315–24, <https://doi.org/10.1108/17410380410535017>.

The condition of the madrasa at the confirmation stage can be seen in the following graph.



**Grafik 5. Graph of answers obtained from confirmation statements**

The results from the graph above show that 41.86% of madrasas answered strongly agree, and 58.14% of madrasas answered agree. Meanwhile there are no madrasas that answered less agree and disagree (0%). These results indicate that the confirmation stage as part of the final stage in innovation shows a good trend. On average, madrasas see that the sustainability of this literacy program must be in synergy with the madrasa curriculum. In other words, the literacy program is not only driven by the library, but also all madrasa stakeholders.

For the second statement, a total of 2.38% of madrasas answered strongly agree, a number of 0% madrasas answered agree, 19% madrasas answered less agree, and a number of 78.27% madrasas disagreed. These data indicate that literacy activities do not depend on the presence of literacy assistance. Although there are still 2.38% of madrasas who strongly agree with this statement, this can mean that they are not yet independent in innovating literacy in madrasas.

The statements for this confirmation aspect are 1) madrasas need to synergize the literacy activities in the curriculum at madrasas, and 2) after the mentoring process is complete, I think literacy activities will also be ended because there is no assistance. This data, combined with the results of interviews with students, teachers, and principals, resulted in a commitment and a single vision. They will carry out this literacy activity, because it is considered a good activity so it needs to be routinized or used as a program, because a good program needs to be cultivated, even if it needs to be added, so there will be no reduction or elimination (discontinuity).

Discontinuity is a person's decision to stop using an innovation after previously adopting it. Corso and Pellegrini, revealed that there are two kinds of discontinuities, namely: 1) the decision to stop using an innovation because someone accepts a new idea that is better in his opinion and 2)

the decision to stop as a result of dissatisfaction with the innovation results.<sup>60</sup> To avoid drop outs in the acceptance and implementation of innovations (discontinued), Smith emphasizes the role of reform agents is very dominant. Without monitoring and reinforcement, people will be easily influenced by negative information about innovation.<sup>61</sup> In the context of literacy activities at Madrasah Ibtidaiyah, innovation continues to be encouraged. Initially, there were few literacy activities in madrasas, but now they have experienced a significant increase in carrying out literacy activities.

That are the description of the five stages of the optional innovation decision process, which occurs in individuals or decision-making units. This process mainly occurs in the process of diffusion of innovations whose main target is the members of the social system personally, not as a unitary organization. However, it can also be used as a material for thought or comparison in the implementation of the diffusion of educational innovations, because the pattern of the process of change in each individual remains the same. For example, for the diffusion of educational innovations "using the process skills approach in teaching," the main target is also teachers. The only difference is that if agricultural innovation is possible, every farmer can make a difference in the decision, some accept it and some reject it. While all teachers will accept and want to carry out innovations, because they are bound by service, they can still apply the stages of the innovation decision process as the model we have studied.

#### D. Conclusion

From the explanation above, the writer concludes that the stage of the emergence of knowledge is obtained through newspapers, socialization, and interaction through education and the workplace. A total of 100% of the librarians is well-understood about the concept of literacy. The persuasion stage is through the attitude of librarians in supporting mentoring (which 98%, librarians support these activities), such as improving library management and the curriculum of compulsory reading (*Wajib Baca*). The decision stage can be seen from the decision made to make changes so that the program of making reading as a habit will keep increasing. It is indicated by a 100% *Madrasah Ibtidaiyah* where the literacy assistance administered has been made proper decision to implement the reading habit. More than four types of literacy assistance activities are used in the implementation stage, either related to library management or the compulsory reading curriculum. This result can be seen as 99% of Islamic Madrasahs had implemented them. In addition, the confirmation stage as the sustainability stage of the program is marked by 97% of *Madrasah Ibtidaiyah* is ready to continue the literacy program as a culture in Madrasa even without any assistance from a facilitator.

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<sup>60</sup> Mariano Corso and Luisa Pellegrini, "Continuous and Discontinuous Innovation: Overcoming the Innovator Dilemma," *Creativity and Innovation Management* 16, no. 4 (2007): 333–47, <https://doi.org/10.1111/j.1467-8691.2007.00459.x>.

<sup>61</sup> D. Smith, *Exploring Innovation* (Berkshire: McGraw - Hill Education, 2006).

From the aforementioned results, three recommendations are drawn, as follow. First, the Heads of Madrasah Ibtidaiyah in Surabaya must support and provide facilities and infrastructures in all activities related to literacy programs. Second, teachers must support the sustainability of literacy programs which can be started from their teaching in their classes. Finally, the managers of library in the Madrasah Ibtidaiyah in Surabaya have to be able to develop a more various literacy program from year to year.

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