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Skimic FM: Optimization of Islamic Knowledge Through Radio Broadcasting in the School Environment

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Abstract

Currently, education in Indonesia applies an independent curriculum with one of the essential values, namely literacy. This is vital as a form of effort to increase knowledge for students in the school environment. However, students' interest in reading is still relatively low due to changes in lifestyle in the digital era. In order to increase Islamic literacy and knowledge, ICB Vocational School presents Skimic FM as an audio medium to convey interesting, educational content. Through a qualitative approach, researchers find out how Skimic FM is an alternative way to optimize students' knowledge of Islam from the results *output* literacy. As a result, *segment fun fact* on Skimic FM broadcasting is able to provide an injection of Islamic religious knowledge for students so as to broaden their insight and perfect their knowledge gained from the literacy process. It is hoped that the results of this research can become a reference for other educational institutions in efforts to increase knowledge of the Islamic religion.
Keywords: *Broadcast*, Independent Curriculum, Literacy, Religious Knowledge.

Introduction

Knowledge and insight are important components for the Indonesian generation to create a developing and more advanced country (Mustari & Rahman, 2014). Through knowledge, we can develop the surrounding environment and even the national realm. In Indonesia, the implementation of the independent curriculum is an effort to provide space for creativity and innovation in the learning and teaching process (Swandari & Jemani, 2023). One of the essential components in the independent curriculum is literacy and numeracy. Literacy is an important component because it is expected to increase the reading interest and knowledge of generations in Indonesia (Suragangga, 2017). However, in reality, Indonesia is still ranked at the bottom in terms of literacy and interest in reading. How can insight be gained if people's interest in reading weakens, especially in the era of disruption and digitalization (Mansyur & Indonesia, 2019). The digitalization era is a time where all aspects will refer to digital technology (Azis, 2019). In this era, all activities will undergo digital modernization, thereby changing existing habits and lifestyles (Arif, 2020). It can be seen from the surrounding environment, where many activities are transforming. In the past, filling free time by reading books, now this is no longer a rampant trend among millennials (Prabowo, 2020).

As an educational institution, Baiturrahman Islamic Center Vocational School anticipates this by presenting various efforts to increase knowledge about the Islamic religion. Apart from literacy, Skimic FM is present as a form of optimizing increasing students' Islamic religious knowledge through audio media. Radio Skimic FM is a radio owned by ICB Vocational School which is managed by members of the Intra-School Student Organization (OSIS). Through specially designed programs, Skimic FM presents varied educational content that is relevant to

knowledge of the Islamic religion. Skimic FM Radio broadcasting also provides entertainment to fill free time during break times.

The use of radio as a learning medium is not something new nowadays, because radio is also a suggestion *upgrade life skill* which has been tested for use by several researchers. Development *life skill* via radio shows positive results, where radio is able to help apply four abilities, namely listening, speaking, writing and reading (Kusumaningsih, 2017). Not only that, radio also has a role, function and active role in disseminating knowledge (Nasor, 2017). According to (PUTRI, 2022), in the post-pandemic transition period, radio has become an alternative teaching medium that is present amidst the existence of digital platforms, this is because the use of radio is considered unique so that it attracts special attention for students, and can increase independent activities (Dewi, 2023). This interesting impression provides encouragement for the author to carry out research related to the use of radio as a medium to increase knowledge of the Islamic religion in the school environment. The reason is that Islamic religious knowledge often experiences a decline in students' interest and participation in learning, which is caused by learning that seems stiff and monotonous (Albab, 2021),

These studies do not yet have a correlation with the essential literacy programs in the era of the independent curriculum which are felt to be less than optimal in terms of Islamic religious knowledge in schools. Therefore, the author raised this title as a form of proof of the use of radio in the digital era in supporting increased knowledge of the Islamic religion amidst the decline in the existence of radio use due to the effects of globalization. The aim of this research is to examine how learning innovations using radio media are able to increase knowledge of the Islamic religion in the school environment. It is hoped that this research will become a reference for other educational institutions to increase students' insight and knowledge using fun media.

Method

This type of research uses descriptive qualitative methods with data collection techniques through interviews and documentation. We use interviews to understand how *culture* which was formed at the Baiturrahman Islamic Center Vocational School (ICB) to increase students' knowledge of the Islamic religion. Through *in dept interview* to 3 teachers, 5 members of the ICB Vocational School student council and 3 students each from classes X, XI and XII, the author dug up so much data that it became the main data in the research. Observations were carried out by the author to find validity with the reality of the interview results. This is done in class, during broadcasts, and during pre-post broadcasts. The documentation carried out by the author aims to obtain some supporting data for the research so that it becomes supporting data in the research. Through analysis (Miles & Huberman, 1994) (*collecting data, display data, condensation data)* We present this data in the form of a research report.

Results

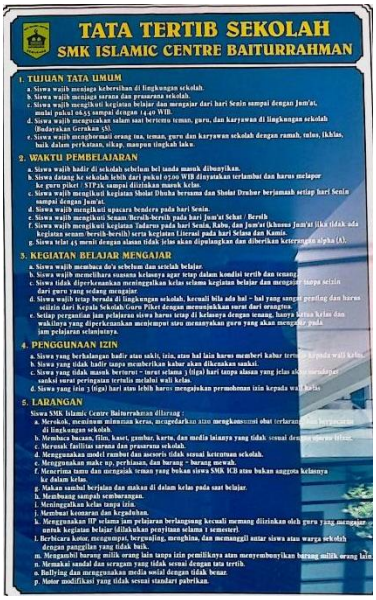
Results from observations What researchers found when observing the Islamic Center Baiturrahman (ICB) Vocational School environment was that this school has a unique way of seeking to increase knowledge about the Islamic religion. These methods include making mandatory daily literacy regulations, providing broadcasting space for students, and presenting content *fun fact* which can be an alternative method in optimizing Islamic religious knowledge. This is the main activity referring to the essentials of an independent curriculum which prioritizes literacy activities.

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Baiturrahman Islamic Center Vocational School's Efforts to Increase Knowledge of the Islamic Religion

In the daily activities carried out at the Baiturrahman Islamic Center Vocational School, there are several interesting habituation activities. The activity took the form of congregational Dhuha prayers followed by reading book literacy. This activity is carried out every day in an effort to increase the knowledge of the students there. General literacy is carried out on Tuesdays and Thursdays, Monday, Wednesday and Friday followed by increasing religious insight.

In regulation no. 2 points F explains that literacy is a routine activity that is held. This habituation is not only an order that students must obey, but also the official ICB Vocational School regulations for teachers and students.


TATA TERTIB SEKOLAH
SMK ISLAMIC CENTRE BAITURRAHMAN

1. TUJUAN TATA UMUM
a. Siswa wajib menjaga kebersihan di lingkungan sekolah
b. Siswa wajib menjaga sarana dan prasarana sekolah
c. Siswa wajib mengikuti kegiatan belajar dan mengajar dari hari Senin sampai dengan Jum'at, mulai pukul 06.55 sampai dengan 14.40 WIB.
d. Siswa wajib mengucakan salam saat bertemu teman, guru, dan karyawan di lingkungan sekolah (Budayakan Gerakan 5S)
e. Siswa wajib menghormati orang tua, teman, guru dan karyawan sekolah dengan ramah, tulus, ikhlas, baik dalam perkataan, sikap, maupun tingkah laku

2. WAKTU PEMBELAJARAN
a. Siswa wajib hadir di sekolah sebelum bel tanda masuk dibunyikan.
b. Siswa datang ke sekolah lebih dari pukul 07.00 WIB ditoyatakan terlambat dan harus melapor ke guru piket / STP3k sampai diizinkan masuk kelas.
c. Siswa wajib mengikuti kegiatan Sholat Dhuha bersama dan Sholat Dzuhur berjamaah setiap hari Senin sampai dengan Jum'at.
d. Siswa wajib mengikuti upacara bendera pada hari Senin.
e. Siswa wajib mengikuti Senam Bersih-bersih pada hari Jum'at Sehat / Bersih
f. Siswa wajib mengikuti kegiatan Tadarus pada hari Senin, Rabu, dan Jum'at (khusus Jum'at jika tidak ada kegiatan senam bersih-bersih) serta kegiatan Literasi pada hari Selasa dan Kamis.
g. Siswa telat 45 menit dengan alasan tidak jelas akan dipulangkan dan diberikan keterangan alpha (A).

3. KEGIATAN BELAJAR MENGAJAR
a. Siswa wajib membaca do'a sebelum dan sesudah belajar
b. Siswa wajib memeriksa suasana kelasnya agar tetap dalam kondisi tertib dan tenang
c. Siswa tidak diperkenankan meninggalkan kelas selama kegiatan belajar dan mengajar tanpa seizin dari guru yang sedang mengajar.
d. Siswa wajib tetap berada di lingkungan sekolah, kecuali bila ada hal – hal yang sangat penting dan harus seizin dari Kepala Sekolah/Guru Piket dengan menunjukkan surat dari orangtua.
e. Setiap pergantian jam pelajaran siswa harus tetap di kelasnya dengan tenang, hanya kelas kelas dan waktunya yang diperkenankan menjemput atau menanyakan guru yang akan mengajar pada jam pelajaran selanjutnya.

4. PENGGUNAAN IZIN
a. Siswa yang berhalangan hadir atau sakit, izin, atau hal lain harus memberi kabar terlebih dahulu kepada wali kelas
b. Siswa yang tidak hadir tanpa memberikan kabar akan dikenakan sanksi.
c. Siswa yang tidak masuk berturut - turut selama 3 (tiga) hari tanpa alasan yang jelas akan diberikan sanksi surat peringatan tertulis melalui wali kelas.
d. Siswa yang izin 3 (tiga) hari atau lebih harus mengajukan permohonan izin kepada wali kelas

5. LARANGAN
Siswa SMK Islamic Centre Baiturrahman dilarang :
a. Merokok, meminum minuman keras, mengedarkan atau mengkonsumsi obat terlarang dan narkotika di lingkungan sekolah.
b. Membaca bacaan, film, kaset, gambar, kartu, dan media lainnya yang tidak sesuai dengan norma islami.
c. Merusak fasilitas sarana dan prasarana sekolah.
d. Menggunakan sandal rumbai dan sepatu tidak sesuai ketentuan sekolah.
e. Menggunakan make up, perhiasan, dan barang - barang mewah.
f. Memarkir motor dan mengajak teman yang bukan siswa SMK ICB atau bukan anggota keluarga ke dalam kelas.
g. Makan sambil berjalan dan makan di dalam kelas pada saat belajar.
h. Membuang sampah sembarangan.
i. Meninggalkan kelas tanpa izin.
j. Merokok kemarin dan kepalahan.
k. Menggunakan HP selama jam pelajaran berlangsung kecuali memang diizinkan oleh guru yang mengajar untuk kegiatan belajar (dilakukan penyitaan selama 1 semester).
l. Berbicara kotor, mengumpat, bergosiling, menghina, dan memanggil antar siswa atau warga sekolah dengan panggilan yang tidak baik.
m. Menggunakan barang milik orang lain tanpa izin pemiliknya atau menyembunyikan barang milik orang lain
n. Memakai sandal dan seragam yang tidak sesuai dengan tata tertib.
o. Bullying dan menggunakan media sosial dengan tidak benar.
p. Minor modifikasi yang tidak sesuai standart pabrikan.

Figure 1. Baiturrahman Islamic Center Vocational School regulations
Source: Researcher's Personal Documentation August 2024



Figure 2. Implementation of Activities Literacy in the School Environment
Source: Researcher's Personal Documentation August 2024

In implementing this knowledge literacy, it is carried out at the Islamic Center Mosque after the Dhuha prayer in congregation. Technically, they will be asked to bring books according to a predetermined theme, general knowledge for Tuesday and Thursday, and religious knowledge on Monday, Wednesday and Friday. The results of observations for 14 days showed that literacy routinely applied and enforced on School rules are not just orders, but also implemented well and running smoothly. That matter pushed by discipline the teacher is in full control in This activity was conveyed by the Deputy Head of Student Affairs at ICB Vocational School,

> "..... This literacy activity is the school's effort to realize the essential value of an independent curriculum which elevates literacy as a focus in increasing students' knowledge. The Deputy Head of Student Affairs realizes that the implementation of this activity is the result of good synergy and discipline from the Deputy Head of Student Affairs, homeroom teachers and other teachers. in encouraging the implementation of literacy, starting from checking student attendance and attendance, to classroom patrols to minimize children's laziness in participating in mandatory literacy activities..." (Interview in August 2024).



Figure 3. Interview with one of the students regarding literacy
Source: Researcher's Personal Documentation August 2024

The seriousness of ICB Vocational School in carrying out activities also does not escape the students' awareness of taking part in these activities, according to one class XI student with the initials FA, this activity is a positive activity that can bring them to be even better.

Skimic FM Radio Broadcasting

Skimic FM is a radio broadcasting platform owned by SMK ICB Semarang. This radio is managed by fellow members of the Intra-School Organization or (OSIS). The flagship broadcaster duo from this vocational school is called Fino and Aswana, who are guided by Mrs. Eka who is a local teacher. This radio is broadcast in between breaks while the students are doing it *break* lessons, so that listening to this broadcast can be done by buying snacks, enjoying provisions, or other activities.

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Figure 4. Skimic FM Broadcasting Session
Source: Researcher's Personal Documentation August 2024

Skimic FM starts broadcasting at 10.10-10.30 which has a broadcast frequency within the scope of *intern* or only at ICB Vocational Schools. In preparing the broadcast, the student council members sought new knowledge, one of which was knowledge about the Islamic religion. Skimic FM is a program from OSIS to provide space *broadcast* and develop *skill public speaking* from ICB Vocational School students.

At the time of the radio broadcast, there were 4 *segment* which is the main program of Skimic FM. Four *segment* These include Casual Chatting, Song Requests, Send Messages, and *Fun Fact.* Through casual chat, students are invited to become guest stars to be able to participate *interview* by the broadcaster. This provides the values of courage and self-confidence to hone how to communicate in public. Then continue by sending messages and *request* songs that provide entertainment to students while eating food in the classroom or in the canteen. Then session *fun fact* which provides new knowledge through public broadcasts to increase students' knowledge of the Islamic religion regarding new things that are happening.

On *segment fun fact* reviewed briefly and concisely so that the delivery is not long-winded. In an interview session with students, the author asked about their interest in listening *fun fact* in broadcasting. As a result, they thought that this interest arose because Islamic knowledge was conveyed in a light and not too lengthy manner.

The author also asked for opinions regarding student testimonials who were the targets of radio broadcasts Skimic FM, in this case DS is one of the students who admits that segment *fun fact* on radio broadcasting is a thing Which fun to watch,

> "I prefer to listen to the material presented in segment *fun fact* The discussion isn't too heavy but it's interesting, reviewing current fiqh ignored which is delivered briefly, conveys hadith and sunnah, and other knowledge in a way that is very pleasant to listen to..."



Figure 5. Class atmosphere during radio broadcasting Skimic FM
Source: Researcher's Personal Documentation August 2024

Then the researcher also conducted interviews with teachers who teach at ICB Vocational School. He RAD revealed that this kind of program will continue to be developed because of the positive value in it compared to programs that have less benefits.

Discussion

The transition of the curriculum from K-13 to their curriculum is one of the transformations of education in Indonesia with several adaptations to problematic challenges that occur in the world of education (Bhayangkari et al., 2024). The decline in interest in literacy in the digital era is a real form of educational challenge, where students should be able to explore more knowledge through literacy activities. However, this has actually become an active polemic that has not been resolved. Therefore, literacy is one of the two essential values in the independent curriculum (Idhartono, 2023).

Then, the independent curriculum provides encouragement for educational institutions to create special mandatory literacy programs to realize literacy in the school environment (Suhandi & Robi'ah, 2022). Through mandatory literacy activities carried out on Tuesdays and Thursdays, ICB Vocational School has participated in realizing educational ideals in overcoming the literacy emergency in Indonesia. This refers to the independent curriculum policy which has the essential characteristics of basic literacy and numeracy competencies (Hasibuan et al., 2022). During the observation period, the author found that habituation was carried out using the method *role model. Role Model* is a person's attitude that can be followed or imitated (Adib, 2024; Rifayanti et al., 2018). In research (Nurfidia, 2016) noted that method *role model* can increase student empathy and participation to follow what is shown by a teacher.

Apart from relying on methods *role model,* The implementation of literacy is carried out using several other methods to increase student participation, including using methods *Reading Guide. Reading guide* is a strategy in learning using reading and guiding in its implementation (Endah et al., 2018; Manshur et al., 2022; Masidayu et al., 2024). This strategy is one way to convey insight to students (Manshur et al., 2022). This is a good alternative because the role of an educator must be *transfer of knowledge, transfer of value, and transfer of skill* (Sutomo, 2019), therefore this method is one of the supports in realizing the role of the teacher.

Role model And *Reading guide* is a method that supports each other. *Role model* is important because a child needs examples and role models from the surrounding environment, not only command just. In the school environment, the teacher is a figure who is a role model

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by setting an example and being an example (*Children Just Need an Example to Change*, n.d.). Then in the implementation stage, children need guidance from a teacher in understanding the reading content of literacy activities, because doing literacy requires 2 aspects, mechanics and understanding. (Masidayu et al., 2024). In terms of understanding, this is a higher aspect than mechanics, because it requires recognition of letters, linguistic elements, as well as recognition of spelling and sounds. Therefore, it requires a method *reading guide* in guiding student reading.

In literacy activities, student participation reached a score of 75%, this is the result of the percentage of participation scores and absenteeism recaps while the researcher carried out research activities within a period of 2 weeks. This value has not reached perfect due to several reasons factor. *First,* student discipline in bringing reading materials. For each literacy implementation, students are asked to bring reading materials according to the literacy activity schedule. In fact, there are still 10% of students who do not bring it because they forgot and left it behind. *Second,* there were 5% of students who said that they participated classified low due to distraction during reading hours. In theory, there are characteristics of children who are unable to read in crowded situations (Nurgiyantoro, 2016). This is an obstacle to student participation in literacy activities, and the remaining 10% are lazy about reading due to low awareness of the urgency of literacy.

Based on these shortcomings, the researcher examines how radio can be a medium for optimizing Islamic religious knowledge where there are still several obstacles to literacy activities. Through the fun fact segment, researchers found that 95% of students were interested in listening to and paying attention to Islamic religious teaching material even though the presentation was not very long. The short duration is a strong reason for student participation in listening to the material presented. This is supported by research by Dini Septiari (2022) which states that understanding knowledge through audio can make it easier and increase participation compared to using long text (Dini Septiari, 2022).

Apart from challenges related to student discipline in bringing reading materials and distractions during literacy activities, another factor that also influences low participation is the lack of variation in methods of delivering material (Ritonga, 2023; Sele et al., 2024). Traditional literacy methods that only rely on reading texts tend to be less attractive to some students, especially those who have an auditory or kinesthetic learning style (Mahendra et al., 2021). Therefore, the application of audio media such as radio Skimic FM becomes a relevant and effective innovation. Radio provides a more interactive atmosphere and is not limited to text (Nurhidayati et al., 2022), allowing students to continue to acquire Islamic religious knowledge in a format that is more accessible and suits their learning preferences. Thus, radio can be a medium that supports increasing religious literacy, especially in the context of understanding Islamic teachings.

Apart from mandatory literacy, efforts to increase students' Islamic religious knowledge can also be carried out through Skimic FM. The Skimic FM broadcast team can hone language literacy skills through preparing broadcast texts, as well as improving communication skills in public spaces. Then, through the segments fun fact, can improve students' knowledge of Islam in the school environment apart from literacy results. The light delivery and interesting material are the main attraction for listening to Skimic FM broadcasts. The majority of students responded positively to Skimic FM broadcasting. In the future, Skimic FM will continue to be developed into an interesting and accessible broadcast aired in a wider area.

The development of Skimic FM as an audio-based literacy platform also provides long-term benefits for students, not only in terms of knowledge but also other skills such as communication and digital literacy. Students' involvement in the broadcast team encourages

them to be more creative and critical in compiling broadcast material, which in turn increases their self-confidence and ability to communicate in public. With continued support and the development of more interesting segments, Skimic FM has the potential to become a media that not only educates students at school, but also contributes to the spread of Islamic religious knowledge to the wider community through broadcast educational and inspirational programs.

Conclusion

This research aims to explore the efforts of the Baiturrahman Islamic Center Vocational School (ICB) to increase knowledge of the Islamic religion among students through the application of literacy and school-based radio broadcasting media, especially in the context of implementing the Independent Curriculum. The main research findings show that ICB Vocational School implements literacy activities regularly every day after congregational Duha prayers and has special regulations regarding literacy, which aims to overcome the challenge of low interest in literacy in the digital era. Apart from routine literacy, another innovation carried out by the school is broadcasting via the Skimic FM radio platform which is managed by students. Broadcasting segments, especially *fun fact* about Islamic religious knowledge, proved to attract students' attention, with 95% of them showing high interest. Delivery of material in a light and interactive manner through audio media has proven to be more effective than traditional literacy methods, especially for students with an auditory learning style. School radio broadcasting programs can be expanded by increasing the number of educational and inspirational segments, as well as expanding the reach of broadcasts so that they can be enjoyed by the wider community. This research provides a practical contribution to the development of audio-based literacy media in schools, especially in efforts to increase knowledge of the Islamic religion among students. Through innovations such as Skimic FM, students are not only trained in academic aspects, but also in communication and digital literacy skills that are relevant for the modern era. This research also provides important insights into how the Merdeka Curriculum can be implemented with a focus on literacy and creativity in schools.

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