



Exploring the Role of “Nasyiatul Aisyiyah” in Enhancing Women's Reading Literacy Skills

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Abstract

Reading literacy has a very important role for women. Both in a personal context, as well as in the family and community environment. Reading skills allow women to access the information and knowledge needed to improve their self-competence. Women who have good reading skills can play a role in improving the quality of their children's education. This study aims to describe the role of Nasyiatul Aisyiyah in improving women's reading literacy skills and its impact on women's reading literacy skills in Bogor Regency. This research was conducted with members of Nasyiatul Aisyiyah in Bogor Regency. This study uses a descriptive qualitative method. Data was collected through interviews, observations, and documentation. The collected data is analyzed qualitatively through a comprehensive data identification and analysis process. To ensure the reliability of the data, the researcher used the triangulation method. The results of the study show that the structured reading literacy program initiated by Nasyiatul has successfully contributed to improving women's reading skills, especially Nasyiatul Aisyiyah members in Bogor Regency. This program not only provides benefits in literacy, but also supports the development of broader life skills, so that women become more prepared and empowered in facing challenges in society.

Keywords: Reading Literacy; Gender; Nasyiatul Aisyiyah; Reading Skills; Literacy Program

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INTRODUCTION

Reading literacy is a crucial foundation in the development of high-quality human resources that are competitive. In a global context, literacy is not only viewed as the basic ability to read and write but also as the capacity to understand, analyze, and evaluate information in various forms and media. According to a UNESCO (2017) Report, Literacy has a key role in achieving sustainable development goals, especially in alleviating poverty and improving people's welfare. However, although the importance of literacy has been widely recognized, the challenge of improving literacy, especially among women, remains a significant issue in many countries, including Indonesia.

In Indonesia, the level of reading literacy for women is still experiencing a gap when compared to men. Data from the Central Statistics Agency (BPS) shows that despite the increase in school participation rates for girls, there is still a gap in literacy levels between genders. This is due to a variety of factors, including social, economic, and cultural barriers that limit women's access to quality education. (Central Statistics Agency, 2020). Low reading literacy skills among women can hinder their access to information and higher

education, which in turn affects their role in society (Hermawan et al., 2020), including his role in the family. Women have an important role in assisting a child's learning. According to a UNESCO report, increasing women's literacy is closely correlated with improved family welfare, child health levels, and household economic stability. (Mardiah, 2024). The involvement of parents and the surrounding environment also affects children's literacy development (Hermawati & Sugito, 2021; Madu & Jediut, 2022; Solichah et al., 2022).

Reading literacy skills are one of the fundamental aspects in education that contribute to the intellectual and social development of individuals, especially for women. In addition, women who are skilled in reading are also more likely to actively participate in social and political activities, so they can contribute to decision-making at the community level. Although there have been various programs to improve reading literacy among women, there are still significant challenges that need to be overcome. According to Lestari, a well-designed literacy program can have a positive impact on improving a person's reading ability (Lestari et al., 2023).

Previous research has shown that women's organizations, such as Nasyiatul Aisyiyah, have great potential in improving women's reading literacy through education and literacy programs. (Rusadi et al., 2023). Nasyiatul Aisyiyah, as a Muhammadiyah women's organization, has long been committed to improving the quality of education, including reading literacy, especially among women. The programs initiated by Nasyiatul Aisyiyah aim to empower women through education and literacy. So that they can contribute more to community development (Umar et al., 2021).

This research focuses on the role of Nasyiatul Aisyiyah in improving women's reading literacy, taking into account the existing social and cultural context. Previous research has shown that a community-based literacy approach can improve reading skills (Puspitasari et al., 2023; Novianti & Fatonah, 2019), but not many have studied in depth how women-based organizations can facilitate this process (Faridah et al., 2023). In addition, although there are studies that show the importance of women's role in education and community development, there are still few that explore the specific impact of the program run by Nasyiatul Aisyiyah on women's reading literacy skills (Wati & Eliwatis, 2021).

This research will not only provide new insights into the role of Nasyiatul Aisyiyah in women's education, but will also provide recommendations for the development of more effective programs in improving reading skills among women. Therefore, this study aims to fill this gap by analyzing what programs are run by Nasyiatul Aisyiyah and how does it impact women's reading literacy skills? This research is expected to contribute to the existing literature and provide a basis for policy development that supports women's empowerment through literacy. The results of the research can be used by the government and non-governmental institutions in designing more inclusive policies for women, especially in increasing access to women's education and literacy in Indonesia.

RESEARCH METHOD

Research Design

This study uses a descriptive qualitative approach. A descriptive qualitative approach is used for research that aims to provide a detailed explanation of social reality, especially when the researcher wants to understand the experiences of individuals or groups without using pre-defined categories or variables. Descriptive qualitative research provides flexibility to describe findings openly (Creswell & Poth, 2018; Ona, 2024). The use of qualitative research is very relevant to the direction of this research, because this research focuses on describing phenomena or situations in detail and in detail without trying to change or manipulate existing conditions about the program run by Nasyiatul Aisyiyah and how it affects women's reading literacy skills.

Research Participants

Participants in this study consisted of the Regional Pimipinan administrators, the Nasyiatul Aisyiyah Branch Leader in Bogor Regency, and a number of article documents that can support the research analysis. The selection of participants was carried out using the *purposive sampling*, i.e. participants are selected based on certain criteria relevant to the research objectives (Patton, 2022), with the consideration that the research informant is considered competent and has adequate knowledge of the needs of research data.

Data Collection Techniques

The data collection techniques used in this study include in-depth interviews, observation and documentation. In-depth interviews, namely semi-structured interviews conducted with the management of the Regional Pimipinan, Nasyiatul Aisyiyah Branch Leader in Bogor Regency. In-depth interviews were conducted by researchers to explore the views and experiences of participants in more depth (Eppich & Gormley, G. J., & Teunissen, 2019); Observation, that is, the researcher directly observed the literacy activities carried out by Nasyiatul Aisyiyah at the location. Participant observation helps researchers understand the social context and dynamics that occur during the implementation of literacy programs; Documentation, that is, the researcher collects and analyzes documents related to the Nasyiatul Aisyiyah reading literacy program.

Data Analysis

The data collected from the results of interviews, observations, and documentation were analyzed using qualitative analysis techniques which included three stages, namely data reduction, data presentation, and conclusion drawn. This process aims to filter relevant information from the data that has been collected, present it in a more structured form, and draw conclusions that can answer research questions (Destiara et al., 2022; Halijah et al., 2023; Kurniawan et al., 2022).

The first stage, data reduction, includes the selection and simplification of information obtained from interviews, observations, and documentation. In this stage, researchers eliminate irrelevant data and focus on information that can provide insights into the program (Kurniawan et al., 2022). Furthermore, the data presentation stage is carried out to organize information in a form that is easier to understand in the form of a structured narrative. Good data presentation will help researchers analyze and interpret data more effectively (Halijah et al., 2023). The next stage, drawing conclusions, the researcher seeks findings in accordance with the research question and research objectives, (Kurniawan et al., 2022).

To ensure the accuracy and validity of the findings, the researcher uses data triangulation, which is comparing results from various data sources (Destiara et al., 2022). By following these steps, researchers can ensure that data analysis is carried out systematically and structured, resulting in valid and accountable conclusions. This research also adheres to the principles of research ethics, such as *Informed Consent*, i.e. ensuring that all participants understand the objectives of the study and give consent voluntarily.

RESULTS AND DISCUSSION

In this section, the research findings are explained according to the research objectives that have been determined, namely describing Nasyiatul Aisyiyah's initiatives in developing a gender-based reading literacy program; describing the methods used by Nasyiatul Aisyiyah to improve women's reading skills; and describing the success of Aisyiyah's reading literacy program in enhancing reading skills among women.

The Role of Nasyiatul Aisyiyah in Improving Women's Reading Literacy Skills in Bogor Regency

Nasyiatul Aisyiyah (NA) is an autonomous organization of Muhammadiyah engaged in the fields of religion, society, and women's affairs. Nasyiatul Aisyiyah was established in Yogyakarta on 28 Dzulhijjah 1349 Hijri, coinciding with May 16, 1931 AD. Nasyiatul Aisyiyah prioritizes the da'wah movement *Amar ma'roof nahi munkar* as mandated by Muhammadiyah. The purpose of this organization is to form a person of Islamic daughters who are meaningful to the family, state, nation and religion towards the realization of a true Islamic society. (Kartika et al., 2021; Khuzaiah et al., 2022).

As a women's organization under Muhammadiyah, NA has a clear vision and mission in empowering women, including in the aspect of literacy. Nasyiatul Aisyiyah's vision is to create intelligent, independent, and competitive women, while its mission includes improving women's quality of life through education, health, and economic empowerment.

In addition to the vision and mission, to strengthen the commitment to organize and do charity, Nasyiatul Aisyiyah has ten commitments of Nasyiah cadres. These ten commitments are read out in every meeting in the region, region, branch, and branch of Nasyiatul Aisyiyah. The following are ten commitments of Nasyiatul Aisyiyah, a) always *pray obligatory* prayers on time and in congregation; b) read *the Quran* and its meaning; c) be Islamic civilized in life; d) doing righteous deeds starting from oneself; e) *shadaqah* time for Nasyiah at least once a week; f) reading one day one theme at a time; g) Participating in the study at least once a week. h) have an independent spirit and think positively in all things; i) responsive to environmental problems; j) being able to divide time between family and Nasyiah.

In this regard, the results of the study show the role of Nasyiatul Aisyiyah in improving women's reading literacy skills in Bogor Regency, namely Nasyiatul Aisyiyah made the Nasyiatul Aisyiyah structured reading literacy program. Nasyiatul Aisyiyah's structured reading literacy program is supported by the use of technology that is adapted to current information needs and in the reading literacy program, learning methods that support the structured reading literacy program are also applied. The following is explained in more detail.

Nasyiatul Aisyiyah Structured Reading Literacy Program in Bogor Regency

In improving women's reading literacy skills, Nasyiatul Aisyiyah created a structured literacy program Nasyiatul Aisyiyah. According to Suheni as the Chairman of the Regional Executive of Nasyiatul Aisyiyah Bogor Regency, revealed that Nasyiatul Aisyiyah held a structured reading literacy program in the form of a Routine Study of Nasyiatul Aisyiyah (Karunia). This routine review is held every three months at the district level and weekly at the branch level. According to him, this periodic meeting serves as a platform for members to discuss, exchange views, and deepen their understanding of topics related to daily life such as being the best mother in their own version, love language, to financial management in the family. This kind of activity not only strengthens the commitment to reading, but also builds a sense of community and support among members. For Nasyiatul Aisyiyah members, this periodic meeting creates a dynamic learning community, which in its implementation, members can support each other and motivate each other to continue reading and learning. Furthermore, Suheni said that in routine studies, members are required to be active in discussions to train themselves to speak in public (*public speaking*) so that when needed in the community, they are more confident. Heni also conveyed that the resource persons or lecturers from this routine study are academics who are still members of NA such as teachers, lecturers, and midwives (Suheni, 2024).

To support the implementation of the Nasyiatul Aisyiyah structured literacy program, Riana as one of the chairmen of the NA Branch Executive in Bogor Regency said that among the ten commitments of Nasyiatul Aisyiyah cadres, there is one point that supports reading literacy activities, namely point number six which reads "*Reading One Day One Theme*". According to him, this commitment is part of ten broader commitments that aim to improve the quality of life and knowledge of its members. This commitment is one way to improve reading literacy among NA organization members (Riana, 2024).

The same thing was also expressed by Rohayanah, as one of the PDNA commissioners who gave an overview that the commitment to reading one day one theme has a flexible nature and empowers its members to participate in literacy activities in the way that best suits their needs and interests. According to him, members are given the freedom to choose their own reading materials, both religious and public. The important thing is that they read every day and the reading material can be useful. Furthermore, Rohayanah revealed that the ten NA commitments only exist in Nasyiatul Aisyiyah and do not exist in any organization, nor in the Aisyiyah organization there is such a commitment. And uniquely, the ten NA commitments must be read aloud before the NA's formal activities begin (Rohayanah, 2024).

Based on the results of the analysis of the interview above, according to the researcher, the role of Nasyiatul Aisyiyah in improving women's literacy skills in Bogor Regency can be said that the structured reading literacy program implemented by Nasyiatul Aisyiyah through Routine Studies (Karunia) and the commitment to reading one day one theme shows a holistic approach in improving women's reading literacy skills. By creating a dynamic learning community, providing flexibility in the selection of reading materials, and affirming its commitment to literacy, Nasyiatul Aisyiyah has succeeded in empowering its members to become active and critical readers. This effort not only improves reading skills, but also strengthens solidarity and support among members, which is an important aspect of overall women's empowerment. The program not only focuses on improving reading skills, but also creates a vibrant community of learners among members.

This is in line with Umar's theoretical view which states that Nasyiatul Aisyiyah has an important role in gender discourse for women. The programs they initiate, such as women's da'wah and campaigns to prevent violence against women, also contribute to empowerment through literacy and education (Umar et al., 2021). Madu also revealed that women's active participation in the community, will have implications for increasing their confidence and ability to contribute to society (Madu & Jediut, 2022). Through activities such as reading training, book discussions, and the provision of relevant reading materials, women are given the opportunity to improve their knowledge and skills (Salsabila, 2023; Wahyudi & Kurniasih, 2021).

The Use of Technology in the Nasyiatul Aisyiyah Structured Reading Literacy Program in Bogor Regency

Nowadays, the use of technology is becoming increasingly important to be applied in various activities. Technology allows women to access more diverse sources of information, both through social media, e-books, and applications. This can improve reading skills and religious and social knowledge. In this regard, in the NA structured reading literacy program in Bogor Regency, technology is applied to support the reading literacy skills of NA members.

According to Rohayanah as the PDNA commissioner, the use of digital technology such as *WhatsApp* It is an effective strategy in supporting the implementation of the commitment to read one day one theme. Furthermore, Rohayanah said that the use of digital technology provides convenience and flexibility to access materials or reading materials which are very important for members who have limited time to access physical

books. This is because 90% of NA members are teachers or have activities outside the home, while 10% of NA members are ordinary housewives. Thus, the integration of digital technology in reading literacy activities at Nasyiatul Aisyiyah helps overcome the obstacles that may be faced by members in fulfilling their reading commitments, (Rohayanah, 2024).

The same thing was also expressed by Suriyani as one of the speakers in the routine study who is also a lecturer said that the use of the *WhatsApp* It is very helpful in delivering material in routine studies. In addition, Suriyani also conveyed interaction with more members in the group *WhatsApp* compared to meeting in person. So each member must have a quota to access information in the group *WhatsApp*. Through *WhatsApp* Reading materials such as, *ebook*, articles, journals, and digital materials that can be accessed via mobile phones (Suriyani, 2024).

In addition to the app *WhatsApp*, Suheni as the Chairman of PDNA Bogor Regency also said that in the NA structured reading literacy program in Bogor Regency, using several other applications such as *Google Meet/Zoom*, *Qur'an Apps*, *Youtube*. According to him, *Google Meet* and *Zoom* are video conferencing applications that are very suitable for conducting routine studies online because both applications have features such as discussion sessions, screen sharing, and recording. So, the study can be carried out with flexibility in time and place. Especially when Covid-19 was still hitting Indonesia, the two applications were very helpful for NA in carrying out activities, both routine studies and organizational meetings. In addition, the use of *Qur'an Apps*, this application provides digital Qur'an text equipped with commentary, translation, and audio. Apps like *Verse* or *iQuran* very useful for study *The Qur'an* in depth, facilitating access and learning individually and in groups. Furthermore, Suheni explained that the application *YouTube* contribute to providing access to various educational content, lectures, and religious studies that can be used as a reference. Furthermore, Suheni said that every activity carried out by NA is always published through social media such as Facebook, Instagram, and status *WhatsApp* NA members, (Suheni, 2024).

Based on the results of the interview, according to the researcher, the use of technology in the routine study of Nasyiatul Aisyiyah (NA) is appropriate and can support the improvement of reading literacy skills of NA members, especially if applied correctly. Technology allows NA members to access a variety of digital literacy resources, such as e-books, articles, journals, and learning videos. Apps like *Qur'an Apps* also allow for structured and easily accessible learning at any time. Technology allows NA members to take the study flexibly anywhere and anytime. Applications such as *YouTube* and *Zoom* provide flexibility in conducting and participating in studies. In addition to reading literacy, the use of technology in the study can also improve the digital literacy of NA members. This is very important in today's digital era, because women are required to have technological skills in accessing information, working, and actively participating in society. Furthermore, social media such as *WhatsApp*, which is often used in studies, allows information to be shared quickly and in an easily accessible format. Through this media, NA administrators can distribute study materials regularly and encourage members to actively read and discuss, so that they can improve members' reading and comprehension skills. However, the researcher also highlighted the effectiveness of technology in supporting the improvement of reading literacy of NA members must be supported by several factors such as the availability and accessibility of technology, that is, all members must have sufficient access to devices and internet networks. In addition, the skills of members in using technology must be considered. Overall, the use of technology in Nasyiatul Aisyiyah's routine study is appropriate and has the potential to support the improvement of women's reading literacy. However, there needs to be more

attention to the aspects of accessibility, mentoring, and training so that technology is truly effective in supporting literacy goals.

This is in line with several research results that report that the use of digital technology is able to improve students' literacy skills. As research conducted by Kardika with the results of the research showing that the use of digital technology can improve students' multimodal literacy skills, which include the ability to read and understand various forms of text (Kardika et al., 2023). In addition, Fitriani in his research on digital literacy in the 21st century learning era emphasized the importance of understanding digital literacy to improve students' reading skills, which shows that technology can be an effective tool in supporting literacy learning (Fitriyani & Teguh Nugroho, 2022). Furthermore, research by Laila also shows that the use of varied learning media, including technology, can improve students' chemical literacy skills. The meta-analysis conducted in this study indicates that the right learning media can contribute to improving students' overall literacy (Laila et al., 2022). This is in line with the findings of Oktariani and Ekadiansyah who emphasized that literacy plays an important role in the development of critical thinking skills, which can also be influenced by the use of technology in education (Oktariani & Ekadiansyah, 2020).

On the other hand, research by Dan Markhamah shows that the school literacy movement involving the use of technology can increase students' interest in reading. This research underscores the importance of a learning environment that supports and utilizes technology to encourage students to be more active in reading (H. Fitriyani & Markhamah, 2023). In addition, another study by Dafit and Ramadan highlighted that the School Literacy Movement (GLS) program that integrates technology can help overcome low interest in reading among students (Dafit & Ramadan, 2020). Overall, evidence from various studies shows that the appropriate use of technology in education not only improves reading literacy, but also supports the development of other literacy-related skills. Thus, the integration of technology in learning is very important in the context of modern education.

Methods used in the Nasyiatul Aisyiyah Structured Reading Literacy Program in Bogor Regency

The use of methods in learning or studies is very important to pay attention to because it directly affects the effectiveness of the learning process and the results achieved. The right method allows participants to understand the material better. Each individual has a different learning style, some tend to be more visual, auditory, or kinesthetic. By choosing the appropriate method, teachers can adjust to these needs and facilitate a deeper understanding.

In this regard, Cici as one of the resource persons or lecturers in the routine study explained that in the implementation of the routine study, the study material was delivered using a phonetic approach and interactive learning. For example, in the study material of Karunia, it discusses "*Five Love Language to maintain women's physical and mental health*". In the study material, there are many foreign language terms used. In order for members to understand the study material comprehensively, Cici uses a phonetic approach to pronounce letters, syllables or phrases correctly and provides an understanding of the combination of the sounds of letters and syllables. Furthermore, Cici revealed that the phonetic approach is very implementive applied to Nasyiatul Aisyiyah members because it helps to understand the basic structure of language and develops the ability to pronounce foreign terms in learning to read or understand study material. Furthermore, Cici explained that in addition to the phonetic approach, learning also uses interactive patterns, which are learning patterns that allow participants to discuss or interact actively so that fun learning is created. (Cici, 2024).

The same thing was expressed by Zulfa as a member of Nasyiatul Aisyiyah who is very active in routine studies. According to him, in every study, the resource persons always provide opportunities for participants to ask questions and facilitate participants to be able to discuss and convey the conditions experienced by participants related to the material discussed. Furthermore, Zulfa also revealed that the materials studied were materials related to daily life, for example material on how to be a good mother for children, self-respect, and others. With such feminine materials, NA members are enthusiastic about participating in routine studies. (Zulfa, 2024).

Based on the results of the interview analysis, the researcher argues that the right teaching method will produce good learning results. The phonetic approach applied by NA is a reading teaching method that emphasizes the pronunciation of letters and sounds produced by speech instruments. This method helps a person to read by breaking down words into sounds which are then combined back into words or sentences. The implementation of the phonetic approach in the routine study of Nasyiatul Aisyiyah is very appropriate when in the study material there are phrases or sentences from foreign languages.

Furthermore, interactive learning applied in the NA routine study is also very appropriate because interactive learning involves the activeness of participants in the learning process, which aims to create interesting learning through learning activities that trigger participants to be directly involved in learning. Interactive learning allows participants to take turns discussing expressing their opinions regarding the topic being discussed. This approach is designed to make learning more engaging and tailored to the needs of participants, as well as increase their active participation in the learning process. Interactive learning aids in the development of critical thinking skills and a deeper understanding of the material being discussed. The phonetic approach and interactive learning applied by Nasyiatul Aisyiyah are the right combination to improve Nasyiatul Aisyiyah's reading literacy skills in Bogor Regency.

This is in line with several research results, such as research by Nuryati, who discussed the implementation of the Enikki method in improving student literacy at SD School of Universe Parung Bogor. This research emphasizes the importance of developing reading and writing skills through an interactive and fun approach, which can help students better understand phonetics and language structure (Nuryati & Solid, 2024). In addition, research by Winarni shows that strengthening teacher competence in reading and digital literacy also plays an important role in improving students' literacy skills, using interactive and technology-based methods (Winarni & Mustikasari, 2024).

Furthermore, research by Permatasari revealed that the use of electronic books can increase reading literacy among students. This study shows that students' familiarity with electronic-based materials can increase their interest in reading and comprehension of texts, which is also related to phonetic aspects in reading learning (Permatasari et al., 2022). This is in line with the findings from Mahsun and Koiriyah which show that the use of appropriate learning media, such as *Big Book*, can improve students' reading skills through an interactive approach (Mehsun & Queria, 2019).

On the other hand, research by Heryadi highlights the importance of the School Literacy Movement (GLS) Program in fostering students' interest in reading. The program includes a variety of interactive and community-based activities, which can increase students' engagement in reading and understanding texts in more depth. This study shows that a supportive learning environment, including the use of phonetic and interactive methods, can improve students' overall literacy skills (Heryadi & Anriani, 2023).

The Impact of the Nasyiatul Aisyiyah Structured Reading Literacy Program in Bogor Regency

In each program, of course, it will have an impact, both directly and indirectly, on the participants. The success and impact of a program depends on the quality of implementation, whether a well-designed program is well implemented or vice versa. Furthermore, the factor of participation and involvement of participants is also what supports the impact of a program. If participants are not actively involved or do not participate in activities consistently, they may not get the full benefits of the program. Active involvement in the learning process is indispensable to ensure improved skills and understanding. So, while every program has the potential to have an impact, the end result depends largely on how it is designed, implemented, and supported.

In connection with the impact felt from the Nasyiatul Aisyiyah Structured Reading Literacy Program in Bogor Regency, Rohayanah as the demissionary of the Nasyiatul Aisyiyah Regional Leadership, revealed that the commitment to reading one day at a time, has a real impact, especially for her. According to her, with the commitment to read one theme a day, Rohayanah feels that there are additional tasks that must be fulfilled every day besides her job as a teacher. Furthermore, Rohayanah said that she felt that there was an improvement in reading skills in terms of reading comprehension and reading speed. The reading materials read are in the form of ebooks, articles, or digital magazines that are easily accessible, (Rohayanah, 2024).

The same thing was expressed by Suheni as the Chairman of the Nasyiatul Aisyiyah Regional Executive, according to him, the Nasyiatul Aisyiyah Structured Reading Literacy Program program introduces members to various digital platforms for learning, such as e-books, learning applications, and the use of the internet to access reading materials. This supports members to be more technologically literate and ready to face the digital era. Along with improved reading skills and active involvement in regular studies, NA members also experienced an increase in confidence. They feel better able to contribute to discussions, both in the internal environment of Nasyiatul Aisyiyah and in daily social life.

Furthermore, Suheni revealed, through collaborative reading literacy programs, NA members learn to work together, discuss, and support each other. This contributes to the development of their social skills, which are important in various aspects of life, including in organizing. The program also raises awareness among members about the importance of literacy in daily life. They not only learn to read to understand texts, but also how to use information for better decision-making and for self-development, (Suheni, 2024).

Based on the results of the interview analysis, the researcher argues that this program has a positive impact on NA members. In addition to being felt by members, the wider impact of this program is the ability of members to play a more active role in society, both in terms of education, da'wah, and participation in social activities. They can implement the skills gained to help others improve their literacy, both in the family and in the community. This Structured Reading Literacy Program not only focuses on improving reading skills, but also supports the development of members' personalities, social skills, and digital literacy, so that they are better prepared to face challenges in the modern era.

This is in line with some research results in recent years. Such as research by Silvhiany which discusses the School Literacy Movement (GLS) and its impact on reading culture in schools. This research shows that GLS aims to foster a culture of reading and writing, as well as increase the literacy capacity of school community members. The results of this study show that a structured literacy program can have a positive impact on students' reading literacy skills (Silvhiany et al., 2022).

In addition, Hafizha in her research on the impact of literacy strengthening programs on the results of minimum competency assessments in elementary schools also showed

that structured literacy programs can significantly improve students' reading skills, which contributes to the development of other skills (Hafizha & Rakhmania, 2024). Furthermore, Nuraini highlighted the importance of literacy movements in learning in elementary schools, which shows that students' reading skills have a significant impact on their overall literacy skills. This study emphasizes that reading is the main exercise for students in acquiring information and data, which is in line with the goals of structured literacy programs (Nuraini, 2023).

In addition, Hardiyanti researched the application of a journal on reading literacy habituation in junior high schools, which showed that this program can improve students' language skills and involvement in literacy activities, which is also relevant for the context of Nasyiatul Aisyiyah (Hardiyanti, 2022). Research by Aryani also emphasizes that the School Literacy Movement (GLS) can improve students' reading culture, which is part of the development of personality and social skills. This study shows that a structured literacy program is able to improve the quality of students' academic programs and increase their interest in reading. (Aryani et al., 2023). In addition, Santi in his research on improving the school literacy movement through training shows that literacy programs that involve the community can foster a stronger reading and writing culture among students, (Santi & Oktariana, 2024).

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that Nasyiatul Aisyiyah has a significant role in improving women's reading skills through the structured reading literacy program that is carried out. The structured reading literacy program implemented by Nasyiatul Aisyiyah includes various activities designed to increase women's interest in reading and literacy skills. This activity includes reading training, the provision of relevant reading materials, and the development of a supportive learning environment. Through a systematic and planned approach, the program not only focuses on improving reading ability, but also contributes to the development of members' personalities, social skills, and digital literacy.

The results of the study show that participation in this structured reading literacy program has had a significant positive impact on women's reading literacy skills. Nasyiatul Aisyiyah members involved in this program showed improvements in reading skills, text comprehension, and analytical and critical skills. In addition, this program also plays a role in increasing women's confidence in interacting with information and knowledge, which is very important in facing challenges in the modern era. Thus, it can be concluded that Nasyiatul Aisyiyah, through the structured reading literacy program, has succeeded in contributing to improving women's reading skills in Bogor Regency. This program not only provides benefits in literacy, but also supports the development of broader life skills, so that women become more prepared and empowered in facing challenges in society. This research emphasizes the importance of supporting community organizations in efforts to increase literacy, especially for women, as part of the development of quality human resources.

RECOMMENDATION

Further research could focus on efforts to develop literacy programs for women in areas with limited access to technology and reading materials. This approach could include how Nasyiatul Aisyiyah adapts to geographical challenges and resource constraints to improve literacy.

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