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Development of Quality Culture at Madrasah Tsanawiyah Negeri 1 Kebumen through Full-Day School Classes

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ABSTRACT

MTs Negeri 1 Kebumen has done developing be a quality culture through Full Day School classes. The results can be seen with various academic and non-academic achievements up to the National level. Graduates of MTs Negeri 1 Kebumen are free to choose their favorite school. Until now, graduates of MTs Negeri 1 Kebumen are still the biggest contributors to MAN IC Serpong and MAN IC Pekalongan. The community also gives appreciation by scrambling to get into MTs Negeri 1 Kebumen, it can be seen that every year the average number of registrants is twice what is needed. This study focuses on developing a quality culture at MTs Negeri 1 Kebumen through full day school classes, the influencing factors and their implications. This research is a qualitative research with an ethnographic approach. The results of the research on the development of a quality culture through full day schooling, started in 2007, and began to show results in 2012. The development of a quality culture through a system work with a structured organization under the head of the madrasa. The quality culture values developed are a culture of discipline, a culture of independent learning, a culture of achievement, a religious culture, a literacy culture, a culture of evaluation and reflection for improvement, a culture of complementing facilities and a culture of teachers compiling learning tools.

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INTRODUCTION

MTs Negeri 1 Kebumen has established a culture of quality through its Full Day School program. This culture of quality has resulted in numerous academic and non-academic accomplishments at the national level. In the 2019-2020 school year, the

school achieved 30 national-level literary awards. In 2019, MTsN 1 was the only school in Indonesia with the 100 SMP/MTs designation, as recognized by the Ministry of Education and Culture's R&D division. Additionally, MTsN 1 students have earned 57 non-academic achievements at the district, regional, and provincial levels. Graduates

from MTsN 1 have the freedom to choose their desired educational institution for higher education, with MAN Insan Cendekia Serpong and MAN Insan Cendekia Pekalongan being the most popular choices, followed by SMAN 1 Kebumen, MAN 3 Yogyakarta, and MAN PK Yogyakarta and Surakarta, according to Taufikurrahman Waka of Student Affairs MTs Negeri 1 Kebumen.

The community has recognized and appreciated the quality of MTsN 1, as evidenced by the school's consistently high enrollment rates since 2015. Students come from districts beyond Kebumen, including Purworejo, Magelang, Temanggung, Wonosobo, Banjarnegara, Purbalingga, Banyumas, Cilacap, and Klaten. MTs Negeri 1 Kebumen's quality meets both actual and perception quality standards. The real rate refers to the profile of graduates with minimum academic qualifications required by their educational goals. Perception quality refers to the satisfaction and increased external customer interest in the graduates of educational institutions. (Indiana, 2017).

The discussion surrounding establishing a quality culture in madrasas can be divided into three main approaches. Firstly, leadership plays a significant role in the development of a quality culture, as stated by Nurdiansyah et al. (2022), Widodo (2021), and Husni (2020). Secondly, quality can be improved through managerial innovation, such as Plate Number 1: 2008 (Fanani, 2017) and Total Quality Management (TQM) (Ahadiyah, 2020). Lastly, some focus on enhancing the quality of education with a religious approach (Amir, 2020).

This research aims to investigate the development of a quality culture in MTs N 1 Kebumen through full-day school classes, including the factors that influence it and its theoretical implications. The method used in this study is field research, which collects data from snowball informants using a qualitative ethnography approach. This ethnography study focuses on observing the behavior and culture of a group, including language, rituals, economic and political structures, life stages,

interactions, and communication styles (Spradley, 1997).

The implementation of full-day school classes is expected to enhance achievement and ultimately increase output and outcome by improving intelligence quotient (IQ), emotional quotient (EQ), and spiritual quotient (SQ) through various practical and innovative practices (Yuwono, 2017). As a result, research on developing a quality culture through the full day school program (FDS) at MTs N 1 Kebumen is necessary. This program aims to improve the quality of madrasa education and can be adapted by other madrasa managers.

LITERATURE REVIEW

Quality Culture Concept

According to Crosby, quality is conformance to standardized requirements (Rahman, 2020). Internally, quality is determined by the performance of individuals, organizations, and institutions in planning, implementation, and results, which leads to high-quality institutions. Therefore, establishing internal standards is crucial as it is a tool to measure quality.

On the other hand, Feigenbaum believes quality is overall user/customer satisfaction (Feigenbaum, 1986). The importance of overall user/customer satisfaction as an indicator of quality must be emphasized. However, customer requirements or standards are dynamic, requiring analysis and effective customer communication. Pyszdek and Keller suggest that changes in customer-oriented organizational structures, adaptive service processes, and effective communication with customers can address the dynamics of customer satisfaction (Pyzdek, 2013).

The Quality Management System, as explained in ISO 9001:2000, relates to the organizational structure, documentation, procedures, and tools within an organization. Its goal is to provide transparency regarding the organizational structure, processes, and tools, which can give satisfaction to consumers (Chaeriah, 2016).

In conclusion, quality should consider internal arrangements by responding appropriately to customer dynamics. The context of quality education units is explained

by Permendikbud number 28 of 2016, stating that the quality of Primary and Secondary Education is the degree of conformity between the implementation of primary and secondary education with the National Education Standards in primary and secondary education.

According to Koentjaraningrat, the elements of culture include ideas, values, norms, regulations, and objects made by humans (Koentjaraningrat, 1993). The ministry of education and culture also explains culture as a whole system of thinking, values, morals, norms, and human beliefs produced by society (Culture, 2010).

A quality culture refers to the mindset, values, attitudes, and morals of individuals or organizations that prioritize quality in both internal and external performance. Quality is no longer just a procedure, but a system of beliefs that lead to innovative ideas and measurable performance results. In an educational setting, a quality culture means that every component of the education system must have a quality-oriented mindset, attitude, value, and performance both individually and as a group.

If the educational unit is a madrasa, then all its components must hold beliefs, values, morals, and ideas that madrasas should be of high quality, making quality a culture. Developing good quality in an education unit comes from collective discipline, shared responsibility, and commitment, resulting in the best possible outcome, which in turn provides satisfaction, comfort, and well-being, and eliminates complaints from customers. according to juran, managing educational units involves a trilogy of quality planning, control, and improvement. (nashihin et al., anwar, 2014)2021)

Quality Standards For Madrasah Education

the quality standards for madrasah education are regulated by law number 20 of 2003, which concerns the national education system. accreditation is one of the government's policies used to guarantee and control the quality of national education. there are eight national education standards that

accreditation refers to, including content standards, graduate competency standards, process standards, educator and education staff standards, infrastructure standards, management standards, assessment standards, and financing standards. accreditation is an acknowledgment of an educational institution given by an authorized body after assessing whether the institution meets specific standard requirements or criteria. the quality of a madrasah can be seen from user satisfaction, including students and parents/guardians, starting from input, process, output, and outcome implementation. user satisfaction in the initial selection as input for educational units with certainty and measurability in the section of new student admissions and confidence in the process will produce quality. user satisfaction in implementing the strategy includes confidence in measurable implementation and control of learning. satisfaction with violations of the output is reflected in the achievement of competent madrasah goals, and the result shows the capacity of graduates' ability to choose the next level of education unit. quality standards can then be seen from the planning, implementation, implementation control, and evaluation of the achievement of the vision, mission, programs, and objectives of the educational unit. adequate human resources for educators and education staff, supporting facilities, and infrastructure are supporting factors for the success of education. the pattern of leadership is an essential factor not only in implementing quality but also in quality culture.

Madrasa Quality Cultural Values

Learning is organized to shape character, and build knowledge, attitudes, and habits (culture) to improve student's quality of life. thus the learning principles that need to be developed (1) are student-centered, (2) develop creativity, (3) create fun and challenging conditions, (4) contain values, ethics, aesthetics, logic, and kinesthetic, and (5) provide experiences diverse learning. (Wazdy, 2014) this learning orientation requires operational standards and a learning culture. madrasa culture in edm measures 5

(five) aspects of culture/customs in madrasas, namely

- a. Discipline culture for madrasa residents.
- b. Culture carries out self-development for teachers and education personnel.
- c. The teacher's culture carries out the preparation, implementation, and assessment of the learning process.
- d. Madrasa culture provides learning tools for teachers and students.
- e. The madrasa culture manages budgets that are transparent and oriented toward quality improvement. (Islam, 2021)

Full Day School (FDS)

Full-day school classes increase the learning time of students at school. Study time is the time when the learning process of students occurs at school, either in the morning, afternoon, or evening, depending on the schedule set by the school. (Immanuel, 2017) so what is needed is managing time in learning to remain effective, working with fun learning models, and creating a comfortable learning atmosphere. Regarding full-day school, baharuddin said the priority was setting subject schedules and deepening. (Baharuddin, 2009)

Full-day school is where learning is carried out for a full day from morning to evening, with part of the time used for lessons whose atmosphere is informal, not rigid, fun for students, and requires creativity and innovation from the teacher. Schools can arrange lesson schedules freely and freely, adjust to the subjects' weight, and add to the depth of the material. The length of study time is also one of the dimensions of the child's experience. The implementation of full-day school in schools shows that children will learn more than play because there is time involved in class, which results in high child productivity; it is also more likely to be close to the teacher, students also show a more positive attitude, because there is no free time to commit social deviations. after all, all day long, students are in class and under the teacher's supervision. (Wicaksono, 2018) The addition of time between the teacher and students certainly has the effect of greater teacher control of behavior and a more

learning atmosphere; of course, it will positively impact students.

Full-day school as a system must carry out all the components of integrated quality management of education, effective teamwork with the principle of "teamwork," and effective leadership according to integrated quality management of education. (Siregar, 2021) teamwork must start from planning, implementation, implementation control, evaluation, and reflection for improvement. Thus the full-day school is planned and measured to be evaluated for improvement.

METHODS

This research is qualitative. qualitative research is a study conducted on a phenomenon or occurrence of a specific object naturally based on naturalistic philosophy and the researcher's position as a critical instrument. The research focuses on the facts that occurred at the research location. This research was conducted at mts n 1 kebumen starting from the beginning of august 2021 to the end of december 2021. The research subjects were the head of the madrasa, representatives of the madrasa, teachers, education staff and students, and parents/guardians of students. data collection is done by way of interviews, observation, and documentation. Observations were made to observe directly the implementation of full-day school and were carried out at the beginning of the study. Interviews were conducted face-to-face, and document studies were carried out at the beginning of the study. Data analysis techniques are carried out through data reduction, data display, verification, and conclusion. The researcher tested the validity of the data written down as results and research findings so that the research results, which became conclusions, could be trusted or credible so that the data in this study can be trusted, so the researcher triangulates the data, extends the research time, discusses with colleagues, and other steps according to the situation and conditions as well as the research results.

RESULT AND DISCUSSION

Result

The FDS program was carried out in the 2007/2008 academic year as a form of innovation by the Kebumen 1 State Islamic Senior High School to improve a culture of quality. In the first year it was implemented, prospective FDS Program students came from students who had ranks 1-32 at the New Student Admissions (PPDB). In the second year, prospective FDS Program students are selected first, before other classes.

FDS Program students are prepared to become madrasa ambassadors in competitions held by the Ministry of Religion, Ministry of Education, Culture, Research, and Technology, and other credible institutions. In addition, FDS Program students are also the spearhead in increasing National Examination (UN) scores, both the average UN score and the total score of 100. FDS Program students are also directed to compete in PPDB MAN Insan Scholar and superior schools or madrasas.

To achieve these goals and targets, FDS Program students have received additional services in the form of deepening National Examination material and Olympics extracurriculars. The UN deepening was attended by all FDS students from grade 7 to grade 9. The deepening was carried out after the lesson was finished starting from 14.00 s.d. 16.00 WIB. In contrast, the Olympiad was carried out by selection, divided into Mathematics Olympiad, Science Olympiad, and Social Science Olympiad.

In managing the FDS Program, madrasas arrange a daily committee consisting of the Program Chair, Secretary, Curriculum Sector, Infrastructure Sector, Homeroom Teacher, and assistants. This manager is in charge of compiling, implementing, and monitoring the progress of improving the quality of FDS students.

The program that has been prepared by the manager is then brought together with the madrasah committee as material in the plenary meeting of parents/guardians of students. Most parents/guardians of students

are open to the costs that must be borne as FDS program students. Every year, parents/guardians of students are always waiting for the implementation of the PPDB FDS program.

Discussion

Starting from the desire to increase the achievement of National Examination (UN) scores in 2007, a superior class was created by seeking rankings 1-32 and parental approval, which became the beginning of the Full Day School (FDS) class. FDS class starts from 06.45 – 15.30 with package hours according to the curriculum at 06.45-13.45, then starts again at 14.00 - 15.30, or there is an additional 90 minutes every Monday - Thursday for grades 7 & 8 or multiplied by four days which is 360 minutes or 6 hours per Sunday. While on Friday, after Friday and Saturday prayers afternoon, the FDS class is used to develop talents and interests. Whereas for grade 9, additional learning time starts Monday - Friday or five days x 90 minutes 450 minutes or 7.5 hours, while developing talents and interests is carried out on Saturday after the noon prayer break. According to Baharuddin, the priority was setting the schedule of subjects and deepening. (Baharuddin, 2009) Since then, at MTs Negeri 1 Kebumen, they have known the FDS class and the regular class. Regular classes follow the standard curriculum of the Ministry of Religion of the Republic of Indonesia, starting at 06.45 – 13.45 with two breaks.

In the second year (2008), the FDS class still manages one course (32 students) with an earlier selection system than regular students. The selection of written tests is more stringent, and the cost affordability is more than regular classes for comfortable room designs, InFocus, air conditioning, carpets, tables, and chairs that make moving types possible. Deputy Head of Facilities and Infrastructure Jakfar Mudzakir said that in the third year, after seeing satisfactory results, FDS classes were added to 2 classes (64 students) until now, and additional costs for comfortable learning. Fulfillment of learning facilities that are comfortable for students is

an indicator of the culture developed in EDM. (Islam, 2021)

The FDS class's initial goal was to increase academic achievement, namely in the national examination; the additional subjects were those tested in the national examination. Now that the un has been removed, the subjects are subjects that support MCA (minimum competency assessment). Another subject is tahfidz which cannot be separated from the religious vision as a madrasa, a school characterized by islamic religion and cultural arts subjects so that it cannot be separated from the local culture. On Saturdays, learning only lasts until 11.45 afternoon and is widely used for the extra-curricular development of students' talents and interests.

MTs Negeri 1 Kebumen has a management organizational structure that includes a Head, a chairman, a secretary, a treasurer, subject teachers, student companions, and partners with psychology institutions. The accompanying teachers act as academic advisers for student learning problems, with a ratio of 1 accompanying teacher for every five students. Monthly evaluations are conducted to reflect on students' progress and learning problems, which helps establish an evaluation culture within the school.

The standard FDS class at MTs Negeri 1 Kebumen follows strict guidelines:

- a. Entrance selection involves three stages: administration, written test, and interview test
- b. Classes start at 06.45 and end at 15.30
- c. Grades 7 and 8 have academic reinforcement from Monday to Thursday and extracurricular activities on Friday and Saturday
- d. Grade 9 has academic reinforcement from Monday to Friday and extracurricular activities on Saturday
- e. Every five students have one accompanying teacher
- f. Classroom facilities include air conditioning, carpet mats, LCDs, and one student pair of desks and chairs
- g. Monthly evaluation meetings are held
- h. All FDS budgets are discussed with parents or guardians of students.

The entrance selection process is objective and follows strict standards, which ensures that all students have an equal opportunity to be accepted. even the child of the head of MTs Negeri 1 Kebumen is not exempt from this process. The objectivity of the entrance selection is believed by all components of the MTs Negeri 1 Kebumen system, including the committee and parents or guardians. the discipline of admission selection is a culture of discipline, ultimately sustainable in learning disciplines, for example, learning time by both students and teachers. (Sutrisno et al., 2023)

Overall, the strict guidelines and objective entrance selection process at MTs Negeri 1 Kebumen help to ensure that the FDS class receives high-quality input and maintains a culture of discipline. MTs Negeri 1 Kebumen has a management organizational structure that includes a Head, a chairman, a secretary, a treasurer, subject teachers, student companions, and partners with psychology institutions. The accompanying teachers act as academic advisers for student learning problems, with a ratio of 1 accompanying teacher for every five students. Monthly evaluations are conducted to reflect on students' progress and learning problems, which helps establish an evaluation culture within the school.

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The FDS class learning design is student-centered, fun, challenging, ethical and provides a variety of learning experiences. No teacher teaches solely by relying on lectures and being participatory to provide a learning experience. Learning tools are not only standard but must also be creative and innovative. Creativity and varied learning innovations will give students pleasure because they require a long learning time. Teacher culture in compiling complete learning tools indicates quality (Islam, 2021) because learning must be well-planned.

As expected, the development of FDS class achievement is better than the regular class; the addition of study time is proven to increase student academic achievement. The implementation of full-day school in schools shows that children will learn more than play because there is the time involved in class, which results in high child productivity; it is also more likely to be close to the teacher, students also show a more positive attitude, because there is no free time to commit social deviations. After all, all day long, students are in class and under the teacher's supervision. (Wicaksono, 2018) Adding time to comfortable classrooms and active learning methods automatically creates a culture of independent learning for students. Students with a culture of independent learning will become human learners.

The learning culture formed in students finally when various academic competitions, such as OSN and KSM, are often the fds class that represented it. the results have been satisfied several times to national champions. FDS students are used to achieving, so they believe their class is outstanding; this is called a culture of academic and non-academic achievement (Tukiyo et al., 2022).

Religious strengthening of the FDS class apart from the PAI subjects, which are separate in the subjects of Aqidah Akhlak, Al Quran Hadith, Fiqh, History of Islamic Culture also with the addition of local tahfidz content, the habit of Duha prayer, the congregation of Dhuhur and 'Asr prayers. This was stated by the Head of the FDS, Harmuzi. The local content of tahfidz that FDS class students must master until they graduate is minimally memorizing juz 'Amma, Yasin letters, al Mulk, ar Rahman, and al Waqi'ah.

MTs Negeri 1 Kebumen has a hostel managed like a pesantren with the program name Islamic Boarding School (IBS) with the same activities as pesantren. IBS activities strengthen the reading of the Koran, books of Hadith, books of Fiqh, and books in Arabic, and it is obligatory for congregations to perform fardhu prayers. In addition, there are 10 Islamic boarding schools located around MTs Negeri 1 Kebumen, with a radius of between 3 and 5 km, making many students unable to stay in IBS while at the pesantren. Religiosity is strengthened so that the spirit of the madrasah does not disappear; academic achievements cover it.

The FDS Class of MTs Negeri 1 Kebumen was able to run well partly due to the motivation of the class students. This was stated by MFR, a class 9 FDS student, on December 11, 2021. Apart from the student's motivation is the support of the parents/guardians of the students. According to them, the cost of FDS classes at MTs Negeri 1 Kebumen is still much cheaper when their children go to school at SD IT, as told by NH, HNI's parents, during an interview on December 21, 2021. Student motivation and support from parents/guardians of students are the principal capital in learning.

Other supporting factors include that the Kebumen 1 State MTs Library has developed a digital library, internet access is easy, and the place is comfortable for reading. The Library of MTs Negeri 1 Kebumen is very helpful in creating a literacy culture for teachers and students. Digital library facilities have helped students, especially KIR extra-curricular, and have also led students to become nominees for the national level MYRES (Madrasah Young Researcher Super Camp) championship.

CONCLUSION

The success of developing a quality culture at MTs Negeri 1 Kebumen is a work of mutually reinforcing systems. System work with practical and measurable planning can be implemented; there is implementation

control, periodic evaluation, and reflection for improvement. The successful development of a quality culture at MTs Negeri 1 Kebumen is managerially a work of mutually reinforcing systems. The system works with practical and measurable planning,

There are several notes to note. The learning load is more than other students, so the learning process must be carried out in a pleasant atmosphere. Refrain from letting the learning of FDS students be the same as other students. This is done to make students comfortable in understanding. In addition to fun learning, accompanying teachers also need to monitor the psychological development of students to anticipate the impact of too-dense education. With psychological monitoring, the adverse effects of FDS learning can be minimized or even avoided.

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