

# Strengthening Character Education Through Implementation of The School Literacy Movement

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**Abstract:** Not a few of today's young generation are experiencing moral and character degradation, especially elementary school children. The literacy movement is an alternative to helping strengthen character education in children. The purpose of this research is to describe the implementation of Character Education, to describe the implementation of the School Literacy Movement, and to describe the strategy for instilling character values in the implementation of the School Literacy Movement at MIN 3 Purbalingga. This research includes field research using a qualitative descriptive approach. The data collection methods used were interviews, observation, and documentation with the principal, the GLS team and students as the main informants. The data analysis technique uses the steps of data collection, data reduction, data presentation, data verification and conclusion drawing. The results of this research are firstly that character education at MIN 3 Purbalingga uses a multi-approach, namely a religious approach, a philosophical approach, a sociocultural approach, and a scientific approach; carried out with three processes, namely thinking, behaving, and doing. Second, the School Literacy Movement at MIN 3 Purbalingga is implemented through three stages, namely the preparation stage, which includes: coordination meetings, the formation of the GLS Team, the socialization of the GLS program, and the preparation of infrastructure, the implementation stage, includes: enjoyable reading habits to foster participants' interest in reading students, generate bills in a literacy results document that can be evaluated, and create literacy-based learning activities through coordination with each subject teacher, and the evaluation stage, includes evaluation of literacy results billing documents and evaluations at the level of students' liking for reading. The strategy of instilling character values in the implementation of the School Literacy Movement at MIN 3 Purbalingga is classified into three types of strategies, namely strategies for utilizing infrastructure, strategies for integrating the School Literacy Movement with the curriculum, and strategies for the process of literacy activities.

**Keywords:** Character Education, School Literacy Movement.

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## Introduction

Character education is an education system that aims to instill certain character values in students in which there are components of knowledge, awareness or will, as well as actions to carry out these values. Character education is important for students because character education is an important part of education. Character education can determine whether a person can be responsible for what he does. In addition, character education can also make a person to respect the rights of others. The teacher is a means to instill national character in children. The role of the teacher as a

model in the formation of student character is very important, because the teacher is a role model for students at school. The teacher acts as a role model, inspirer, motivator, dynamist, and evaluator. The teacher's role in character education is not only seen during the learning process in class, but outside the hours of the learning process the teacher also always carries out his role in the character education of students. (Khoirunnisa, 2019) There are many things that can be done by the school in strengthening the character values of students, including through extracurricular activities, habituation at the beginning and end of learning, setting rules in the school environment,

and also through literacy movements in schools.(Abidin, 2018)

In the current era of globalization, many students at the elementary school level experience moral degradation. Students experience a decrease in behavior as a result of not following their conscience due to a lack of self-awareness of absolute obligations. One of the factors that can cause this is the lack of character education taught in schools. Character education is a system of cultivating character values which includes components of knowledge, feelings, and actions as a form of moral development and individual behavior.(Pentianasari et al., 2022) To overcome this case, one of the solutions offered by the school in building student character is to establish a school literacy movement. Through the school literacy movement, teachers can motivate students that reading is very important to add insight and open windows to the world.(Sueca, 2021) By reading can hone the ability to think, logic and solve problems. Through reading humans can improve the quality of life and distance themselves from the brink of stupidity. Reading can also increase knowledge about everything that happens in this world. The many benefits one gets from reading activities should make reading a culture or habit that needs to be instilled and developed from an early age.(Noviansah, 2020) This is because the progress of a nation's education is strongly influenced by the nation's reading culture. The higher the reading culture that is owned, it will be directly proportional to the level of educational progress. The level of educational progress will reflect the quality of a nation. This is similar to the opinion put forward by Muktiono who states that reading culture concerns our quality as human beings who are civilized, have personality, are educated, and have character. A nation that does not read is a nation groping in the dark. A nation that does not read is a nation that is less educated, has limited insight, and has the potential to make repeated mistakes.(Anshori & Damaianti, 2021) As one of the efforts that has been made by the government to increase reading capacity and capability, namely the issuance of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2015 concerning the Growth of

Characteristics. In the Permendikbud, letter (F) explicitly contains Movement Activities for the Growth of Moral Character in Schools through habituation. In number VI it is stated that one of the obligations of a child in learning is to use 15 minutes before learning activities to read books, other than subject books.(Tinggi et al., 2020) Through the Permendikbud, the government wants to make the habit of reading a mandatory activity for every child with the hope that it will become a culture in their lives. The obligation to read program in every learning activity in the classroom includes things proclaimed by the government, namely four things that are done to advance the world of education through processes that take place in schools. First, 21st century thinking which requires students to think critically, creatively, innovatively, and collaboratively. The development of a culture of thinking in the 21st century requires the educational process not only to produce winners and losers, but it is hoped that all students will succeed in developing their potential. (Khoirunnisa, 2019)Therefore, in learning what is desired is not the completion of the material but the completion of the competencies mastered by each student. Second, strengthening character education, namely through strengthening spiritual values, independence, responsibility, discipline as well as courtesy and confidence. Third, the School Literacy Movement (GLS), which encourages all Indonesian children to have an interest in reading books which in time is expected to become a culture in national life. Fourth, High Order of Thinking Skills (HOTS), namely the ability to think at a high level which requires teachers to direct students to be able to think critically and innovative so that they are able to solve problems in their lives through contextual learning. Literacy activities have so far been synonymous with reading and writing activities. Regulation of the Minister of Education and Culture Number 13 of 2015 also emphasizes that the School Literacy Movement has the aim of familiarizing and motivating students to want to read and write in order to develop character. (Sriwilujeng, 2017) The School Literacy Movement (GLS) is not limited to reading books, but here's how to implement GLS through the compulsory

reading curriculum which is sourced from supporting manuals for the implementation of the School Literacy Movement. Literacy is an important skill in life. Most of the educational process depends on literacy skills and awareness.(Abidin, 2018) The literacy culture embedded in students influences their level of success, both at school and in social life. The most basic thing in literacy practice is reading activity. Reading skills are a basis for learning many other things. This ability is important for the intellectual growth of students. Through reading students can absorb knowledge and explore the world that is beneficial to their lives. The literacy skills of students in Indonesia are closely related to sustainable reading skills in the ability to understand information analytically, critically and reflectively. It should be noted that literacy is the ability to access, understand, and use information intelligently.(A-Annes & Hambali, 2008)

Ki Hajar Dewantara believes that everyone has different characters, just as they have different faces. Humans with each other do not have the same character, for example, is the difference in the fingerprints of each human being. Because of its consistent nature, the character then becomes a marker of a person. For example, does the person have a good character, or a bad character. Good education, according to Ki Hajar Dewantara, should be able to overcome the bases of the evil human soul, cover up, and even reduce these evil traits. According to Ki Hajar, this human with character is a civilized figure, a figure who is the true foundation of education. Therefore according to Ki Hajar Dewantara, the success of true education is to produce civilized human beings; not those who are cognitively and psychomotorically intelligent but poor in character or noble character. So that character education can be intended as an action or activity that teaches habits of thinking and behavior that help individuals to live and work together as a family, community and state and help them to make decisions that can be accounted for. Education that is urgently needed at this time is education that can integrate character education with education that can optimize the development of all child dimensions (cognitive, physical, social-emotional,

creative, and spiritual). In relation to character education, the Indonesian people really need quality human resources (HR) to support the implementation of development programs properly. This is where quality education is needed, which can support the achievement of the nation's aspirations in having quality resources, and in discussing quality human resources and their relationship with education, what is assessed first is how high the value they often get, in other words quality measured by numbers, so it is not surprising that in order to pursue the targets set by an educational institution, it sometimes commits fraud and manipulation. Among them is the character who likes to read, namely the habit of providing time to read various readings that provide virtue for him. The character of appreciating achievement is a character that is manifested in the form of attitudes and actions that encourage him to produce something useful or society, and recognize and respects the success of others.(Daryanto & Darmiyatun, 2013)

Character education and the school literacy movement are currently a hot topic of conversation in the world of education and research. The 2013 curriculum is very closely related to character education, which is one of the interesting things to study. Literacy is one of the efforts that can be made by schools to instill character education in students. At present many schools make literacy a value owned by schools to attract students' interest. Through literacy, 18 character values can be implemented in these activities. Based on the explanation above, this research was conducted to find out how to strengthen character education through the implementation of the School Literacy Movement (GLS) at MIN 3 Purbalingga.

### Materials and Methods

In carrying out this research, researchers used field research using descriptive qualitative methods. A quality research method is something that is based on the philosophy of postpositivism. (Sugiyono, 2018) Qualitative research methods are also used to examine a natural object. The research will be conducted at MIN 3 Purbalingga. Data collection

will be carried out using three methods namely, observation will be carried out by researchers directly, interviews with the principal and teacher concerned, and documentation which can be done directly at the madrasa or through an intermediary media, namely WhatsApp. Data analysis was carried out using three stages, the first was data reduction related to the results of observations, interviews, and supporting documentation. The second is the presentation of data, after the researcher has sorted out the required documents, the researcher presents the data. The third is drawing conclusions, after the data is presented, the researcher analyzes the conclusions based on the data that has been presented.

### **Results and Discussion**

The results of the research conducted are first character education at MIN 3 Purbalingga using a multi-approach, namely a religious approach, a philosophical approach, a sociocultural approach, and a scientific approach; carried out with three processes, namely thinking, behaving, and doing. The religious approach is an approach that incorporates religious elements in each subject to instill a religious spirit in students. The religious approach is very important to be applied to the learning process, teachers are expected not only to pay attention to the cognitive aspect alone. The religious approach by MIN 3 Purbalingga is implemented through several activities including reading Asmaul Husna at the beginning of learning, performing dhuha and midday prayers in congregation at school, praying when starting and ending learning. The philosophical approach is an approach used to examine and solve educational problems through the philosophical method. This is done to overcome some of the problems and obstacles that occur when instilling character values in students. The sociocultural approach is an approach taken to change student behavior by using social and cultural aspects that exist in the school environment. The scientific approach is a learning model that uses scientific principles which contain a series of data collection activities through observation, questioning, experimentation,

processing information or data, then communicating. Through a scientific approach, teachers are able to insert various character education values into learning. An example is when teaching the material "Norma" in class 3 Theme 2 thematic learning. Through this material the teacher at MIN 3 Purbalingga conducts learning using demonstration methods and group discussions. Through these methods and materials it is clear that students will get grades the character of tolerance is obtained when they are able to respect the opinions of other groups, they get discipline when sequentially presenting the results of discussions from their group, hard work is seen from how much effort they have in answering questions given by the teacher, creative in giving answers, democratic in conveying thoughts, curiosity in finding answers, national spirit by knowing some of the norms that must be practiced, friendly and communicative with group mates, a love of reading is obtained when they look for answers in various sources that have been provided, and responsibility for what they have to finish.

Second, the School Literacy Movement at MIN 3 Purbalingga is implemented in three stages. The first stage is the preparatory stage which includes coordination meetings, the formation of the GLS Team, the socialization of the GLS program, and the preparation of infrastructure. Conditioning the school as an literate environment is the first step in implementing the School Literacy Movement at MIN 3 Purbalingga is the school's commitment to being an literate environment, both in terms of infrastructure and human resources. Therefore, with the existing infrastructure and human resources, we are committed to becoming a literate environment. Then the fulfillment and development needed is carried out. Coordination meeting The formation of the GLS Team was included in the discussion in the coordination meeting. The appointment of a personal to become a team leader is based on competence, not based on attachment to the position held. The task of being a GLS team is not necessarily the duty of someone who is currently serving as the vice principal of the school, but is based on the potential that a person has in terms of implementing the school literacy

movement. Socialization of the School Literacy Movement program to all school members, socialization for educators and education staff is carried out through official meetings. For students, they can get this socialization from the literacy schedule that is included in the daily lesson schedule. The content of the socialization emphasizes that the function of the School Literacy Movement is to prepare students. Preparation of main infrastructure facilities. The main infrastructure facilities in the School Literacy Movement include a library, reading corners in each class. Second, the implementation phase includes the habit of reading fun to foster students' interest in reading, generating bills in a document of literacy results that can be evaluated, and creating literacy-based learning activities through coordination with each subject teacher. The habit of reading is fun. Students are given the freedom to choose the desired reading title from the books that are available. The main purpose of this habituation is for students to enjoy reading. The hope is that from enjoying reading, students will sincerely do literacy and the results obtained will be optimal. In other words, this habituation aims to foster students' interest in reading. In addition, reading while summarizing. After in the first and second weeks students are given the freedom to read, starting in the third week, bills appear in the form of a summary of what has been read. Therefore, the school has prepared a literacy document book for each student. Literacy Document Books are distinguished for each level with different colors, namely yellow, orange and blue. On the cover, there are columns for name, attendance number, and class. In it there is a procedure for documenting literacy results which includes writing the date, month and year in the upper right corner each time documenting literacy results, write down the title of the book read, if one title of the book read has not finished in the time provided, then it can be continued. the next time by writing the same title, what is documented / written is a summary of the titles of the books read, each summary of the results of literacy will always be signed by the respective homeroom teacher, if the relevant literacy time is absent, then he is obliged to fulfill his obligations at another

opportunity and the homeroom teacher is asked to sign, and after summarizing the results of literacy, each student is required to put their name and signature in the lower right corner and the lower left corner, write the name of the homeroom teacher. Literacy-based learning. Through coordination with the teacher and the preparation of adequate internet facilities, students are instructed to find information about subject matter before being taught by the teacher. So that during the KBM there is an active discussion. In this stage a high-level bill appears, that is, after students find new things they conclude that there is a lack of material provided by the teacher. Third, the evaluation stage, includes evaluation on literacy results bill documents and evaluations at the level of students' fond of reading. Evaluation on literacy documents. The literacy document evaluation technique is by collecting literacy document books to the homeroom teacher. Then the homeroom teacher at the end of each semester provides data to the GLS team for the three best students. From the three in each of these classes, the documents were scrutinized by the GLS team from each class to find and choose the best three at the school level. The goal is that in the future students will be more motivated to be more enthusiastic about literacy programs. Evaluation on the level of students' fond of reading. The main instrument used is a list of visits and a list of borrowing books in the library.

The strategy of instilling character values in the implementation of the School Literacy Movement at MIN 3 Purbalingga is classified into three types of strategies, namely strategies for utilizing infrastructure, strategies for integrating the School Literacy Movement with the curriculum, and strategies for the process of literacy activities. The strategy of using infrastructure as an alternative in implementing character values is carried out in stages. In carrying out the school literacy movement, students are facilitated by books to read. Through this book students accompanied by teachers will get some of the character values listed. These books can be in the form of textbooks in class, class reading corners, or those in the school library. In addition to using supporting infrastructure, teachers also implement character values with literacy movements through the

curriculum. Some learning is also integrated into the curriculum that is already provided by the school. The value of the independent character of students increases when students do not or do not know about the learning material, they do not directly ask the teacher, but first find out for themselves with existing media, such as books or the internet. Strengthening the character of mutual cooperation can be done when starting from ignorance of information, students can ask their friends. If indeed the friend who is asked already knows, then he can immediately tell or if both of them don't know, then it can help to find out. This kind of interaction gives rise to the character of helping each other or mutual cooperation. When the literacy schedule was carried out, it was seen that several representatives from each class took books from the library. Next, the books were distributed to friends in the class to be used as reading material for literacy activities. Some student representatives also took literacy document books. With the division of tasks in such a way, the inculcation of the character of mutual cooperation can be carried out. Classes that can carry out literacy activities with such guidelines mean that the mutual cooperation character has been embedded in the class through the implementation of the School Literacy Movement. With lots of searching for and knowing information, students are not easily provoked by hoax information. They realize that any information that is spread is not necessarily true, so they will look for other information. So it's not easy to be pitted against one another or something.

### Conclusions

The results of this research are firstly that character education at MIN 3 Purbalingga uses a multi-approach, namely a religious approach, a philosophical approach, a sociocultural approach, and a scientific approach; carried out with three processes, namely thinking, behaving, and doing. Second, the School Literacy Movement at MIN 3 Purbalingga is implemented through three processes, namely thinking, behaving, and doing. Second, the School Literacy Movement at MIN 3 Purbalingga is implemented through three stages,

namely the preparation stage, which includes: coordination meetings, the formation of the GLS Team, the socialization of the GLS program, and the preparation of infrastructure, the implementation stage, includes: enjoyable reading habits to foster participants' interest in reading students, bring up bills in a document of literacy results that can be evaluated, and creating literacy-based learning activities through coordination with each subject teacher, and the evaluation stage, including evaluation of literacy results billing documents and evaluation at the level of students' liking for reading. The strategy of instilling character values in the implementation of the School Literacy Movement at MIN 3 Purbalingga is classified into three types of strategies, namely strategies for utilizing infrastructure, strategies for integrating the School Literacy Movement with the curriculum, and strategies for the process of literacy activities.

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