



TRANSFORMING CHARACTER EDUCATION THROUGH THE MADRASAH LITERACY MOVEMENT: ENCOURAGING READING INTEREST AND HABITS

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Abstract:

The purpose of this research is to find out the implementation of the School Literacy Movement at MI Syu'batulkholafiyah, Jatiurip Village, Krejengan District, Probolinggo, and 2) identify supporting and inhibiting factors in the implementation of school literacy activities at the school. This study used a qualitative descriptive approach involving direct observation, interviews, and documentation as data collection methods. The results of the study indicate that the implementation of literacy at MI. Syu'batulkholafiyah, Jatiurip Village, Krejengan District, Probolinggo has generally undergone the three stages. The habituation stage can be seen in the morning reading routine, the development stage is reflected in using various books in the classroom, and the learning stage is implemented through literacy activities integrated into subjects. The main supporting factors in implementing GLS are teacher commitment and active student participation while inhibiting factors include limited facilities and lack of parental support in supporting literacy activities at home. Overall, this school's literacy movement contributes significantly to forming a character of reading in students. However, challenges still need to be overcome to increase its effectiveness.

Keywords: *Transformation, Character, GLS.*

INTRODUCTION

Education is a necessity for every human being, where education plays a very important role in life now and in the future (Handayani et al., 2024) . The conscious effort in question is in the development carried out by humans, the government, and also other communities, where these activities require guidance, teaching, and training carried out in schools and outside of school (Rahman & Dewi, 2024) . Terminologically, education is a process of improvement, strengthening, and perfecting all human abilities and potential. Education can also be interpreted as a human endeavor to foster his personality according to the values and personality according to the values and culture that exist in society.

In Law Number 20 of 2003 concerning the national education system, it states that among the goals of national education is developing the potential of oneself to have spiritual religious strength, self-control, personality, intelligence, noble morals and the skills needed by oneself, society, nation and state (Yuniawati et al., 2024) .

The mandate of the National Education System Law is intended so that education does not only form intelligent Indonesian people, but also those with personality or character, so that later a generation of successors to the nation will be born who grow and develop. The increasingly rapid development of the era has made reading activities

very concerning, while in Islam it has been explained that humans (Muslims) are encouraged to read as stated in the verse:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Meaning: read by mentioning your Lord who created (QS. Al-Alaq) (Shihab, 2020) .

By developing GLS (School Literacy Movement) as an effort to improve the nation's morals. Schools are responsible for seriously developing the potential attitudes and intelligence of students. Along with carrying out intellectual intelligence, schools are also responsible for improving students' attitudes and morals (Burkins & Sibberson, 2024) , (Bamkin, 2024) . Through three main educational efforts, namely habituation, learning, and role models. Through GLS activities, attitudes, personalities and also student role models will be created. This school literacy movement will be very important because with student habits and role models in reading, very broad knowledge will be created (Ankarlund, 2024) .

School literacy movement is an activity carried out repeatedly by someone to achieve a goal, namely a vision, such as an example in an institution. There is a vision and mission that function as the purpose of the institution, how it will be directed in the future. While the mission is directed at the object, namely humans, where in an institution there are teachers, students, or principals. Also participate in carrying out their mission (Jumriah et al., 2024) .

So what is meant here are activities that have become policies and joint agreements at school. Where the policy, if carried out continuously, will become a good habit for the school community. (Astuti et al., 2024) . With this GLS will form a good moral for students, The rapid development of the era has resulted in changes in various aspects of life, The values of habituation in GLS need to be developed by students who ultimately become a reflection of the life of the Indonesian nation (Reaves, 2024) . Therefore, schools have a very large role in the development of GLS.

The enthusiasm for reading of students at MI Syu'batulkholafiyah, Jatiurip Village, Krejengan District, Probolinggo is a habit of reading that is carried out in class or outside the classroom, students' enthusiasm for reading by creating a humanistic environment, the ability to access and understand reading, and also listen.

Currently, there is a lot of moral degradation that occurs among students, such as now in line with the development of science and technology, many students are reluctant to read books and prefer to play with cellphones, students who prefer to read novels, damage reading books. This was proven when researchers conducted observations at MI Syu'batulkholafiyah, Jatiurip Village, Krejengan District, Probolinggo, in the learning process the teacher did not guide students in reading activities (Wijaksono & Trihantoyo, 2024) .

MI Syu'batulkholafiyah, Jatiurip Village, Krejengan District, Probolinggo, to foster a love of reading through a literacy movement program, where the existence of this literacy movement is supported by the Minister of Education and Culture Regulation Number 23 of 2015 concerning the development of character, which states the importance of schools to set aside time for reading habits (Fatimah & Hidayati, 2023) .

This study shows that MI Syu'batulkholafiyah, Jatiurip Village, Krejengan District, Probolinggo is very good at forming students' reading character. Reading activities carried out at MI Syu'batulkholafiyah, Jatiurip Village, Krejengan District, Probolinggo are not only carried out by students but teachers also participate in carrying out reading activities (Suman, 2022) , (Kocaman & Göküş, 2024) .

RESEARCH METHOD

This study uses a qualitative method of case study type with a multi-site design. Case studies in this study are in-depth research on individuals, one group, one organization, one activity program, and so on within a certain time (Ahmad, A., & Muslimah, 2021) . Data collection techniques in this study were carried out circularly using three approaches, namely; 1) participant observation; 2) in-depth interviews; and 3) documentation. Meanwhile, data analysis in this study was carried out through data

reduction, data presentation, and drawing conclusions or verification (Winarni, 2021) .

This study explains the school literacy movement at MI Syu'batulkhola'fiyah, Jatiurip Village, Krejengan District, Probolinggo in forming reading characters. The instrument in this study was the researcher himself. The data in this study were collected from research informants such as the principal, curriculum vice principal, library staff, and teachers (Harahap, 2020) . In the next stage, the researcher checked the validity of the data which was carried out through data triangulation which focused on literacy at MI Syu'batulkhola'fiyah, Jatiurip Village, Krejengan District, Probolinggo.

RESULT AND DISCUSSION

Implementation of GLS (School Literacy Movement) in forming Reading Character

The definition of School Literacy in the context of GLS is the ability to access, understand and use something intelligently, through various activities, including reading, seeing, listening, writing, and/or speaking. is an effort that is carried out comprehensively. to make schools a learning organization whose citizens are literate throughout life through public involvement (Rosyid, 2021) . The school literacy movement is a school program that must be implemented in every school institution, with the presence of GLS in schools a good reading culture will be created. The implementation of this GLS activity is carried out every lesson hour at MI Syu'batulkhola'fiyah, Jatiurip Village, Krejengan District, Probolinggo.

For the implementation of GLS there are several stages that must be carried out. The stages of implementing the School Literacy Movement at MI Syu'batulkhola'fiyah Jatiurip Village, Krejengan District, Probolinggo are three of them: Habituation, development, and learning:

The habituation stage in reading

This habituation stage accustoms students to reading in the schoolyard or indoors, this reading activity lasts for 10 to 15 minutes. The purpose of literacy in the habituation stage is to create a love of reading outdoors or indoors, improve students' reading skills, and increase self-confidence as good readers (Quraishi et al., 2024) , (Sulaiman et al., 2023) . While the general goal of the school literacy movement is to foster a culture of literacy in the education ecosystem starting from the family, school, and community in the context of lifelong learning as an effort to improve the quality of life (Hidayat, 2024) .

The habit of reading for students is very important, what all teachers must pay attention to is mentoring in the process of implementing the GLS so that the GLS activities can run effectively and without obstacles and also run according to what has been desired.

Development stage

The development stage will improve students' thinking skills through activities responding to reading books, this GLS development stage includes reading corners, reading and writing habits, utilization of school libraries. The School Literacy Movement explains ways for schools to be at the forefront of developing a culture of literacy, some of these strategies are to create a positive literacy culture in schools (Amalia et al., 2024)

Reading corners or what can be called reading stalls can be done outside the classroom or in each class accompanied by the class teacher, the teacher accompanies students to read reading books, so it is not only students who read but teachers also participate in reading, at MI Syu'batulkhola'fiyah Jatiurip Village, Krejengan District, Probolinggo, the literacy corner of students who read is not only students but also teachers who participate in reading, the aim is for students to be interested in reading.

Enjoying reading is a thinking process that consists of various thought actions that work in an integrated manner towards one goal , namely understanding the meaning of the written presentation as a whole. This habit of reading and writing is carried out every day before the subject begins, students not only read but also write the results of what they have read. GLS activities will improve students' thinking skills through

activities responding to reading books. The purpose of this development stage at MI Syu'batulkholafiyah, Jatiurip Village, Krejengan District, Probolinggo is to hone students' abilities in responding to reading books or textbooks and also hone critical, analytical, creative and innovative thinking skills. (Rahmi, A., & Zeky, 2024) , (Adhi et al., 2022) .

The library is one of the media for student learning, with the presence of GLS the library room of MI Syu'batulkholafiyah Jatiurip Village, Krejengan District, Probolinggo will be filled, students will easily choose reading books. The library is one of the supporting factors for the existence of GLS, the student learning process will be very easy, and also student learning outside the classroom will be more effective.

Learning stages

At this stage of learning, the teacher provides material to students, lessons by explaining or showing students about the material being taught, providing lesson materials that are in accordance with the existing schedule. During the learning process, the teacher does or repeats the lesson and gives assignments or direct questions and answers about the material from last week (Rahmania, 2022) .

So in the third stage, what a teacher does is provide lessons or materials and then ask again about the materials that have been presented in the previous week. The purpose of learning is to develop critical thinking skills, process and manage communication skills.

Supporting and inhibiting factors for reading character

In implementing an organization, of course, there are inhibiting and supporting factors, including the implementation of the School Literacy Movement which also has supporting and inhibiting factors in its implementation (Jamilah, 2023) , (Gumati, 2020) .

There are supporting and inhibiting factors in its implementation at MI Syu'batulkholafiyah Jatiurip Village, Krejengan District, Probolinggo, giving special attention from school leaders and their staff to make GLS a success by including GLS in subjects. The obstacles faced in the implementation of GLS come from teachers, students and also time constraints. Students who are less interested in reading books, and teachers who use the GLS program with materials.

CONCLUSION

The school literacy movement (GLS) at MI Syu'batulkholafiyah, Jatiurip Village, Krejengan District, Probolinggo, has three stages of implementation: the first is the habituation stage, at this stage students carry out a 15-minute book reading activity which is carried out before the subject begins, at this stage students are accompanied by the teacher who teaches in the class, and the teacher reads with students. The second stage is Development, at this development stage students make a summary of the books they read, students at this stage do not only read and write, but also include intellectual thinking skills using sources of knowledge. The third stage is Learning, at this learning stage, students are accustomed to the routine of reading activities for 15 minutes over a certain period of time. In other words, students already have the perception of reading as a fun activity. The obstacles in the School Literacy Movement at MI Syu'batulkholafiyah, Jatiurip Village, Krejengan District, Probolinggo, are from internal factors, there are teachers who use reading literacy activity time to be carried out by subject matter. The application of GLS in forming reading characters in the learning process is more efficient.

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