



THE SCHOOL LITERACY MOVEMENT IN SHAPE THE CHARACTER OF READING

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Abstract:

The school literacy movement is an important matter in the advancement of broad knowledge. School literacy activities are the ability to access, understand, and review the books they read. There are three ways to implement GLS, namely: the first is the habituation stage, the second is the development stage, the third is the learning stage. The supporting and inhibiting factors for the school literacy movement at SDN Pakuniran 1 Kabupaten Probolinggo are internal factors. In implementing the school literacy movement in shaping the character of a fond of reading at SDN Pakuniran 1 Kabupaten Probolinggo. This researcher aims to find 1) To find out the implementation of the school literacy movement at SDN Pakuniran 1 Kabupaten Probolinggo 2) To find out what are the supporting and inhibiting factors for school literacy movement activities at SDN Pakuniran 1 Kabupaten Probolinggo.

Keywords: *Literacy Movement, Student Reading Character*

INTRODUCTION

Education is a necessity for every human being, where education plays a very important role in life today and also in the future. 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 also training carried out in schools and outside schools (Suhermanto, S., & Anshari, 2018). In terminology, education is a process of improving, strengthening, and perfecting all human capabilities and potential. Education can also be interpreted as a human endeavor to foster his personality in accordance with the values and personality in accordance with 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 one's potential to have religious spiritual strength, self-control, personality, intelligence, noble character and the skills needed by oneself, society, nation and country (Novarita et al., 2016).

The mandate of the National Education System Law intends that education not only forms intelligent Indonesian people, but also has personality or character, so that later generations of the nation will be born who grow and develop. for humans (Muslims) it is recommended to read as his words:

قُرْأَ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Artinya : bacalah dengan menyebut tuhanmu yang menciptakan (QS. AlAlaq).

By developing GLS (school literacy movement) as an effort to improve the nation's morals (Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, n.d.). Schools are responsible for seriously developing the potential attitudes and intelligence of students.

Simultaneously with carrying out intellectual intelligence, schools are also responsible for educating students' attitudes and morals. Through the three main educational efforts, namely habituation, learning, and exemplary. Through GLS activities, students' attitudes, personality and exemplary will be created. This school literacy movement will be very important because by habituating students and exemplary in reading will create a very broad knowledge (Al Fatihah, 2016).

The school literacy movement is an activity that is 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 to function as the purpose of the institution to be directed to what it will look like in the future. While the mission is directed to the object, namely humans where if institutionalized there are teachers, students, or school principals. Also participate in carrying out its mission (Octavia, 2020).

So what is meant here are activities that have become policies and mutual agreements at school. Where this policy if carried out continuously will become a good habit for the school community. With this GLS, it will form a good morale 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 eventually become a reflection of the life of the Indonesian nation. Therefore schools have a very big role in the development of the GLS (Baharun, 2015).

The fondness for reading of the students at SDN Pakuniran 1 Probolinggo Regency is the habit of reading in the classroom or outside the classroom, the fondness of reading for students by creating a humanist environment, the ability to access and understand reading, and also to listen.

At present there is a lot of moral degradation occurring among students, as at present in line with the development of science and technology many students are reluctant to read books and prefer to play mobile phones, students who prefer to read novels, destroy reading books. This was proven when researchers made observations at Pakuniran 1 Elementary School, Probolinggo Regency, in the learning process the teacher did not guide students in reading activities (Wulandari et al., 2018).

SDN Pakuniran 1 Probolinggo Regency to foster a love of reading through the literacy movement program, where this literacy movement is supported by Permendikbud number 23 of 2015 concerning the development of character, which states the importance of schools setting aside time for reading habits (Kulsum, U., Suhermanto, S., & Sugiono, 2021).

This research shows that SDN Pakuniran 1 Probolinggo Regency is very good at forming students' fond of reading characters.

RESEARCH METHODS

This study used a qualitative case study type method with a multi-site design. The case study in this research is an in-depth study of individuals, a group, an organization, an activity program, and so on at a certain time. Data collection techniques in this study were carried out circularly using three approaches namely; 1) participant observation; 2) in-depth interviews; and 3) documentation. While data analysis in this study was carried out through data reduction, data presentation, and drawing conclusions or verification (Winarni, 2021).

This study describes the school literacy movement at SDN Pakuniran 1, Probolinggo Regency in shaping reading character. The instrument in this study was the researcher himself. The data in this study were collected from research informants such as school principals, vice curricula, library staff, and teachers. In the next stage the researcher checked the validity of the data which was carried out through data triangulation which focused on literacy in SDN Pakuniran 1, Probolinggo Regency.

RESULTS AND DISCUSSION

Implementation of GLS (school literacy movement) in forming Reading Character

The definition of School Literacy in the GLS context is the ability to access,

understand and use something intelligently, through various activities, including reading, viewing, listening, writing, and or speaking. is a comprehensive effort. to turn schools into learning organizations whose citizens are lifelong literate through public engagement. The school literacy movement is a school program that must be implemented in every school institution, with the GLS in schools a good reading culture will be created. The implementation of this GLS activity is carried out every class hour at SDN Pakuniran 1, Probolinggo Regency(Sa'adah, S., Zainab, I., Wali, M., 2022).

For the implementation of the GLS there are several steps that must be carried out. There are three stages of implementing the School Literacy Movement at SDN Pakuniran 1, Probolinggo Regency, including: Habituation, development, and learning:

The habituation stage in reading

This habituation stage gets students used to reading in the school yard or indoors, this reading activity lasts for 10 minutes 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. Meanwhile, the general goal of the school literacy movement is to develop a literacy culture in the educational ecosystem starting from families, schools and communities in the context of lifelong learning as an effort to improve the quality of life.

The habit of reading for students is very important, what all teachers must pay attention to is assistance in the process of implementing the GLS so that the GLS activities can run effectively and there are no obstacles and also run according to what has been desired.

Development stage

The development stage will improve students' thinking skills through activities to respond to reading books, the GLS development stage includes a reading corner, reading and writing habituation, utilization of the school library. The School Literacy Movement explained ways for schools to be at the forefront of developing a literacy culture, some of these strategies are for creating a positive literacy culture in schools.

Reading Corner

Reading corners or what can be called reading stalls can be held outside the classroom or in each class accompanied by the class teacher, the teacher accompanies students to read books, so it is not only students who read but teachers also participate in reading, at SDN Pakuniran 1 Probolinggo Regency the literacy corner of students who read is not only students but also teachers participate in reading, the goal is that students are also interested in reading(Wulandari et al., 2018).

Habit of reading and writing

Enjoying reading is a thinking process in which it consists of various actions of the mind that work in an integrated manner towards one goal, namely understanding the meaning of the written presentation as a whole. The habit of reading and writing is carried out every day before the subject begins, students do not only read but students also write down the results of what they have read. GLS activities will improve students' thinking skills through responding to reading books. The purpose of this development stage at SDN Pakuniran 1 Probolinggo Regency is to hone students' abilities in responding to reading books or textbooks and also hone critical thinking skills, analysis, creative and innovative.

Utilization of the school library

The library is one of the media for student learning, with the GLS the library space at SDN Pakuniran 1 Probolinggo Regency will be filled, students will easily choose books to read. 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 even more effective.

learning stage

At this learning stage the teacher gives material to students, lessons by explaining or showing students about the material being taught, providing subject matter according to the existing schedule. when learning takes place is to do or repeat lessons and give assignments or direct questions and answers about last week's

material.

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

Factors supporting and inhibiting reading character

In implementing an organization, of course there are inhibiting factors and supporting factors, including the implementation of the school literacy movement which also has supporting factors and inhibiting factors in its implementation.

There are supporting and inhibiting factors in its implementation at SDN Pakuniran 1 Probolinggo Regency, giving special attention from school leaders and staff to make GLS successful by including GLS in subjects. The obstacles encountered in the implementation of the GLS came from teachers, students and also time constraints. Students who lack interest in reading books, and teachers who use the GLS program with materials.

CONCLUSION

The school literacy movement (GLS) at SDN Pakuniran 1 Probolinggo Regency has three stages of implementation: the first is the habituation stage at this stage students carry out 15-minute book reading activities which are carried out before the subject begins, in this stage students are accompanied by the teacher who teaches in the class, and the teacher participates in reading 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 just read and write, but also include intellectual thinking skills using knowledge sources. The third stage is the Learning stage of this learning, that students are familiar with the routine of reading activities 15 minutes for a certain period of time. In other words, students already have the perception of reading as a fun activity. The obstacles that exist in the School Literacy Movement at SDN Pakuniran 1 Probolinggo Regency are from internal factors, there are teachers who use the time for reading literacy activities carried out by the subject matter. The application of GLS in shaping the character of reading in the learning process is more efficient.

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