Character Establishment Through Literacy Movement In Elementary School

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Abstract. As an effort to achieve the nation's goals, namely to educate and advance people's lives, especially in the field of education, the government started the School Literacy Movement (GLS) activities in accordance with the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Growth of Character. Literacy is an integral aspect of the world of education. School Literacy Activities are one of the development programs that are expected to also develop students' literacy skills, interest in reading and writing skills. Literacy skills are strongly influenced by students' reading and writing skills. The purpose of the GLS is in accordance with the latest guidebook, namely to grow and strengthen the character of students through cultivating the school literacy ecosystem so that students become lifelong learners. The meaning of this statement is that the purpose of GLS is not only limited to cultivating students' habits in reading, writing, and improving students' abilities in mastering knowledge and literacy skills. The purpose of GLS is interpreted to be able to grow and strengthen student character. This is because habituation, development and learning activities are continuous and continuous activities, so that positive habits that are carried out during the implementation of the GLS can foster positive character in students.

Keywords: Character; Habituation; Literacy

INTRODUCTION

The formation of human character begins through internal and external processes of various things. Formation of character from internal processes, including through what emerges from a person, for example heredity or genetics. Meanwhile, through external processes, one of them is education. Education does not only occur in the family environment, but can occur anywhere. Examples such as education in the school environment and the surrounding environment or social environment. These environments as a means to print and shape one's character.

Education is very vital in the formation of national character. In accordance with Law Number 20 of 2003 concerning the National Education System article 3, that national education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life. Aims to develop the potential of students to become human beings who have faith in and fear God, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible country. Therefore, education is prioritized to form characters that are in accordance with the personality of the Indonesian nation, which will later produce a young generation with character.

The young generation with what kind of character is expected are those who have good personality, independence, self-confidence and discipline. Generations have enthusiasm, are optimistic, and think positively, so that the energy they bring is also positive. Generations that are tenacious, tough, don't give up easily, aren't whiny and are persistent in facing problems. A generation that is tolerant of others, respects and gets along well with others. Generations that have a spirit of patriotism, nationalism and love for the motherland. The national character possessed by some Indonesian people, especially children at this time, is in accordance with the expected character and conditions in the field tend to be still in a weak condition. This can be seen from the activity of students in reading activities. Reading activity is one of the literacy skills currently being promoted by the government.

Literacy skills are strongly influenced by students' reading and writing skills. Reading is an activity to open insights, obtain information and knowledge. However, in reality Indonesian people still have a low level of interest in reading. According to the research results of The United Nations Educational, Scientific, and Cultural Organization (UNESCO) in 2016 (in Kominfo, 2017 and National Library, 2020) stated that the reading interest of Indonesian people is only

0.001, this means that there is only 1 out of 1000 Indonesian citizens who have high reading interest. The results of this research place Indonesia as a country with literacy skills and interest in reading, ranking 124 out of 187 countries according to data from the Human Development Index (HDI). This figure is very different from the average reading index of developed countries which is in the range of 0.45 to 0.62 (Meliyawati, 2016: 30).

This is also based on the results of research on literacy ranking through the National Literacy Index conducted by the Research and Development Agency of the Ministry of Education and Culture in 2019 showing that the average index data for Indonesian reading activity falls into the low literacy category, which is at 37.32 while the reading literacy activity index for Central Java province is at 33.30 in the low category and at the same time occupies the top 10 out of 34 provinces in Indonesia with the lowest literacy index.

Literacy is an integral aspect of the world of education. Literacy is a means to recognize, understand and apply the knowledge acquired by students at school. Not limited to school, literacy is also related to student life at home and in the surrounding environment. Seeing the importance of literacy, the government seeks to achieve the nation's goal of educating and advancing people's lives, especially in the field of education through the School Literacy Movement (GLS) in accordance with the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Growth of Character. This regulation describes the development of students' self-potential as a whole with one of the activities being reading a book for 15 minutes every day before learning begins. This activity is carried out to foster students' reading habits, improve students' abilities in mastering knowledge and literacy skills.

The Ministry of Education and Culture (2016: 2) explained that GLS is an effort that is carried out as a whole to make schools a learning organization whose citizens are literate for life through public involvement. Abidin, Mulyati, Yunansah (2017: 279) explained that GLS is one of the social movements carried out by the government as an effort to improve students' literacy skills with collaborative support from various elements.

Literacy does not only talk about 15 minutes of reading a book, in this elementary school literacy activities are more focused on writing literacy activities and technological literacy which are also being developed in the implementation of GLS at this school. An example of this activity is the Children's Pen Class (KPA) which supports high-grade students (grades III, IV, V, VI) to write to produce various works from these literacy activities. At the development stage there are annual activities and appreciation activities for students who diligently visit the library by giving appreciation in the form of library visitor champions in each class. Based on the description that has been presented, GLS can be an effort to introduce a love of reading, improve students' writing skills and bring out students' character.

DISCUSSION

In this discussion, we will review the literacy movement in elementary schools, the stages of literacy habituation in elementary schools, character education, habituation in schools in shaping student character, and the characters that emerge from GLS habituation. Here's the review:

Literacy Movement in SD

GLS in elementary schools has a target of achieving an educational environment with a culture of literacy with the following criteria: (a) fostering curiosity and a love of knowledge; (b) enable school members to have the ability to communicate and contribute well to the social environment; (c) cheerful, fun and friendly as a form of respect and tolerance so that it will create school members with high learning enthusiasm; (d) the availability of various kinds of reading materials from print, visual and digital information sources; (e) support school members and SD stakeholders in participating and; (f) good character is shown by all school members such as nationalism, religion, integrity, mutual cooperation and independence (Ministry of Education and Culture, 2019: 13).

GLS implementation starts from the physical to the academic scope through facilities and infrastructure, active participation and support of school members in programs that foster interest in reading, writing skills and literacy skills. GLS implementation can be integrated into intracurricular, co-curricular and extracurricular activities in schools which can always be explored and developed (Ministry of Education and Culture, 2016: 3).

The goal of the GLS is in accordance with

the latest guidebook, namely to grow and strengthen the character of students through cultivating the school literacy ecosystem so that they become lifelong learners. The meaning of this statement is that the purpose of GLS is not only limited to cultivating students' reading habits and improving students' abilities in mastering knowledge and literacy skills, but more than that.

GLS implementation is carried out in three stages, but it is carried out in stages according to the readiness of each school, including the readiness of facilities and reading materials, the readiness of the school community and the involvement of the public that supports GLS. The Ministry of Education and Culture (2019: 40) describes achievement indicators at each stage as a guide to find out whether priority literacy activities have been carried out in schools. So it can be concluded that GLS in SD is a positive movement that can increase students' interest in reading in an effort to improve the quality and quantity of learning.

The Habituation Stage in Literacy in SD

The Ministry of Education and Culture (2016) explained that there are three focus activities in the GLS, namely (1) the habituation stage; (2) development stage; (3) learning stage. These three stages have activities that support each other, such as in the habituation stage, 15 minutes of reading is carried out every day before class time by reading books aloud (read aloud) or the entire school community reads silently (sustained silent reading). The habituation stage is carried out by managing literacy-rich school environmental facilities through managing libraries, reading corners and other infrastructure.

The habituation stage is a reading culture activity that is packaged in a fun way to foster students' interest in reading and reading activities. One way to grow a culture of literacy and interest in reading in schools is through reading 15 minutes before learning. The process of growing interest in reading at this habituation stage is the basis for developing students' literacy skills. The habituation stage is growing interest in reading through 15 minutes of reading activities in accordance with the Regulation of the Minister of Education and Culture Number 23 of 2015.

Hasanah & Silitonga (2020: 65) argue that the habituation stage is carried out for the purpose of growing students' interest in reading. Ali et al (2018: 67) explained that the purpose of literacy activities at the habituation stage is to increase the love of reading outside of class hours; improve reading comprehension skills; increase self-confidence as a good reader; and develop the use of various reading sources. In the habituation stage, schools focus more on improving and developing a physical environment that supports a literacy culture (Ali et al, 2018: 63).

The indicators for the Habituation Stage in Puspitasari (2021: 8), namely: 1. The activity of reading non-learning books for 15 minutes every day before class starts through reading books aloud or reading silently by involving all school members. 2. Schools build a school physical environment that is in line with literacy needs including: (a) providing a school library according to national education standards, reading corners in class and reading areas that are comfortable and easily accessible which are optimally managed; (b) forming a School Literacy Team; (c) development of literacy-rich facilities (canteen, UKS, toilets, teacher's room, outdoor areas and school gardens); (d) providing text-rich materials to support literacy such as collections of visual, text and digital texts; (5) public involvement such as parents of students and other elements of society.

So it can be concluded that at the habituation stage in GLS, it means trying to familiarize students with carrying out literacy activities at school. The form of this activity can be in the form of habituation in reading and writing which is applied to learning at school.

Character Education

The originator of character education at the end of the 18th century was FW. Foerster. This terminology refers to a spiritualist idealist approach to education known as normative educational theory. The birth of character education is an attempt to revive a spiritual ideal pedagogy that had been lost by a wave of positivism pioneered by the French philosopher, Auguste Comte (Asmani, 2011: 27).

Character is defined in the Big Indonesian Dictionary as psychological traits, morals or manners that distinguish one person from another. In Indonesian itself, character has synonyms for the words moral, character, character, and personality. The character itself is more subjective, because it is related to the sociological anthropological structure of humans (relationships with other humans) and actions in interpreting their freedom, so that their uniqueness is confirmed which is different from other people.

Why is the character of one person different

from another because in character education is the whole dynamics of interpersonal relationships with various dimensions, both from within and from outside a person. So it can be concluded that character education is a social assistance so that individuals can grow in living their freedom in life with other people. The purpose of character education itself is to shape each person to become a human being with excellence. The character education process itself according to Thomas Lickona is still in Listyarti (2012: 9) based on psychological totality which includes all individual human potential (cognitive, affective and psychomotor) and the function of sociocultural totality in the context of interactions in educational units, families and communities. These three environments will shape and change the behavior of each person.

The effect of the character education process itself is a change in children's behavior caused by the surrounding environment. According to Bloom's taxonomy, one of them is in affective abilities, where these abilities will bring out character attitudes. This attitude is like valuing and personal (characterization by a value of value complex) (Salam, 2002: 109). So from several expert opinions, it can be concluded that character education is based on human character which has the same meaning as moral education. The aim is to shape the individual to become a good and moral human being as a dignified citizen of Indonesia and the State of Indonesia.

Habituation in Schools in Forming Student Character

Habituation is an activity which trains a person to try to get used to something. Student character development can be done by familiarizing certain positive behaviors in everyday life. According to Fauzie (2016) that habituation is a process of forming attitudes and behavior that is relatively sedentary and automatic through a learning process that is repeated, either done together or individually. It will also produce a competency. Character development through this habituation can be done on a scheduled or unscheduled basis both inside and outside the classroom.

Character education is actually not just educating right and wrong, but includes a process of habituation about good behavior, so that children can understand, feel and want to behave well. Therefore, it is hoped that good character and noble character will be formed. Through this habituation, according to Listyarti (2012: 4), a

person's character criteria emerge which can be observed through three aspects. The first is knowing the good (knowing the good), loving the good (loving the good) and doing the good (doing the good). These aspects can be done through the interaction of children with the surrounding environment. The interactions that children carry out with their surroundings can provide valuable provisions for children in shaping their character. That's because the process is able to develop language skills, communicate, and socialize. No less important, through these three interactions, children have the character of understanding other people's feelings and respecting their own feelings. Therefore, indirectly, children practice expressing or showing their emotions (Hendru, 2013). So through habituation, children can practice to behave and character as expected.

According to Sumarwan (2016) efforts that can be made by education units in strengthening character education for students can be carried out through habituation activities carried out in schools including routine activities, spontaneous activities, development activities, and conditioning activities.

Characters Emerging from GLS Customization

There are two opinions of experts in Aqib (2011:41) there are different opinions regarding the formation and building of character. The first opinion is that character is an inborn trait that cannot or is difficult to change or educate. While the second opinion is that character can be changed or educated through education. The first opinion has to do with internal character building and the second opinion has to do with external character building.

The Guide to the School Literacy Movement in Elementary Schools (Ministry of Education and Culture, 2019: 8) explains that there are four basic abilities to balance existing competencies in the digital era including thinking critically in solving problems, being creative in facing challenges, communicating skillfully and able to collaborate effectively. The development of these four basic abilities can be carried out through reading and writing literacy activities that have been inculcated since elementary education, especially in elementary schools.

The purpose of GLS is interpreted to be able to grow and strengthen the 4 characters of students such as independent, responsible, disciplined, orderly, diligent and other good characters. This is because habituation,

development and learning activities are continuous and continuous activities so that positive habits that are carried out during the implementation of the GLS can foster positive character in students. Ministry of Education and Culture (2019: 13) GLS in elementary schools has target criteria that bring out the characters of cheerful, friendly, respectful, tolerant, passionate, nationalist, religious, integrity, mutual cooperation and independent.

So it can be concluded that there are many characters that emerge through the Literacy Movement habituation activities in elementary schools, namely critical thinking, creative, communicative, collaborative, independent, responsible, disciplined, orderly, diligent, cheerful, friendly, appreciative, tolerant, passionate, nationalist, religious , integrity, cooperation and independence. It is hoped that the characters that appear can be attached to and develop and improve students' reading and writing skills well.

CONCLUSION

The School Literacy Movement is one of the government's efforts to achieve the nation's goals, namely advancing and educating the community based on the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Growth of Character. The Movement for Growing Character in Schools is carried out through habituation. The characters that emerge through the Literacy Movement habituation activities in elementary schools are critical thinking, creative, communicative, collaborative, independent, responsible, disciplined, orderly, diligent, cheerful, friendly, respectful, tolerant, passionate, nationalist, religious, integrity, mutual cooperation and independent. Through habituation activities in GLS, it is hoped that students can practice the behavior and character as expected, so that they can increase the dignity and dignity of the Indonesian people as a whole.

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