

IMPLEMENTATION OF SCHOOL LITERACY MOVEMENT IN INSTILLING CHARACTERS TO READ LOW GRADE STUDENTS IN THE INTEGRATED ISLAMIC SD LUKMAN AL HAKIM SLEMAN

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Abstract: The purpose of this study is to describe the implementation of school literacy movement in instilling characters to read low-grade students in the integrated Islamic SD Lukman Al Hakim Sleman. This research is included in qualitative research. The design of this research uses a single case study approach for collection through observation, interviews, and documentation. The data analysis techniques in this research use data reduction, data presentation, and conclusions. The validity test in the study uses data source triangulation and triangulation method. The findings of the research is the implementation of school literacy movement in instilling characters to read low-grade students in integrated Islamic SD Lukman Al Hakim Sleman has been implemented using the method of 15 minutes reading. GLS conducted at the integrated Islamic SD Lukman Al Hakim Sleman focuses on reading with the aim of instilling characters to read in low-grade students. Through the implementation of school literacy movement in instilling the optimal character of reading, and motivating and giving the spirit for the students to read will create the character to read the good students and shape the love of Students to Reading.

Keywords: literacy, characters, love reading

INTRODUCTION

Reading is a very important activity for everyone, especially in the teaching and learning process. One of the keys to the success of teaching learning is determined by reading skills. In addition, reading is also able to improve knowledge and insight for those who do. The concept of education in Indonesia is the concept of lifelong education, so that there is no age restriction in studying

especially reading. Therefore, there is a need for awareness that the importance of reading, so that it creates curiosity and create a character like reading.

Efforts to build awareness for the love of reading have long been done in many ways. Based on the results of a survey of international institutions engaged in education, the United Nation Education Society and Cultural Organization (UNESCO), the interest in reading Indonesian residents is far below Asian countries. Indonesia seems to have a lot to learn from developed countries that have a fairly high reading tradition.

According to the LAW of the Republic of Indonesia No 20 years 2003 article 2 on national education system namely:

"National education serves to develop the ability and shape the character and civilization of the nation dignified in order to educate the life of the nation, aims to develop the potential of learners to become human beings who believe and To God Almighty, noble, healthy, knowledgeable, capable, creative, self-reliant, and become a democratic and responsible citizen ".

Character education is a process used to form individuals with character or personality. Character education is a process of transforming life's values to develop in a person's personality, thus becoming a habit in the behavior of life the person.¹ One of the characters that need to be developed is character reading. Especially this love-reading character is needed early on. The importance of character value is fond of reading, in order to emerge other good character values. To embed the character is fond of reading is based on the reason, that many students who are less enthusiastic about reading. This unsuitable behavior suggests that there is no student consciousness in school to enhance their reading-love character.

Low-reading characters are often found in school environments, especially elementary (low-grade) schools. For example, the low-reading character is still a lazy student who comes to the library and is lazy to read the book in the classroom. The habituation of reading students must still be instructed by the teacher. The problem underlying the GLS current is the low-character reading of the students. The GLS is a mandatory program that must be implemented by every unit of education especially elementary school. Reading is a very important function in life. All learning processes are based on reading ability. Through the GLS reading on each child, the level of success at school and life in the community can open a better chance of life success. The low interest in

¹ Dharma Kesuma, *Pendidikan Karakter Kajian Teori dan Praktik di Sekolah* (Bandung: PT Remaja rosdakarya offset, 2011), 21.

Indonesian people caused our human resources to be uncompetitive in the mastery of science and technology.

The GLS (School literacy Movement) implementation focused on habituation of reading is expected to improve the character's love of reading. This habituation requires the role of several parties such as principals, parents, teachers, and students themselves. It aims as a medium for students to better know and understand the activities of the habituation. Based on the explanation above, researchers are interested to study more about "implementation of school literacy movement in instilling characters to read low grade students at the integrated Islamic SD Lukman Al Hakim Sleman". Character education can be interpreted as a teacher's effort in teaching positive values to learners to become a good personality. Character education is the process of providing guidance to learners to become the whole person who has character in the dimension of heart, thought, and taste.² This means that character education aims to improve the quality of the process and outcome of education that leads to the creation of character and noble learners in a whole, unified, and balanced level, according to competency of graduate standards in each unit of education.

GLS is one of the programs of Kemendikbud RI (*Kementrian Pendidikan dan Budaya Republik Indonesia*/Education and Cultural Ministry of Indonesia). This Program was triggered by former Mendikbud RI (*Mentri Pendidikan dan Budaya Republik Indonesia*/Education and Cultural Minister of Indonesia) Anies Baswedan. This Program was born to strengthen Permendikbud RI (*Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia*/Rules of Education and Cultural Minister of Indonesia) No. 23 of 2015 about the growth of ethics that one of them is the efforts of the culture of literacy in the students by reading non-textbook for 15 minutes before the lesson begins (dikdas.kemdikbud.go.id).³ The school literacy movement is the ability to access, understand, and use something intelligently through various activities, including reading, viewing, Listen, write and speak.⁴ The GLS seeks to make schools a learning organization whose citizens are literate through public involvement. Subjects of the school literacy Movement included, principals, educators, and education professionals in elementary schools.

² Samani dan Haryanto, *Pendidikan Karakter* (Bandung: Remaja Rosdakarya offset, 2016), 44.

³ Panduan Gerakan Literasi Sekolah Di Sekolah Dasar. 2016: Direktorat Pembinaan Sekolah Dasar Permendikbud 23 tahun 2015. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia*: Penumbuhan Budi Pekerti dengan Rahmat Tuhan Yang Maha Esa. Mentri Pendidikan dan Kebudayaan Republik Indonesia.

⁴ Faizah, Dewi Utami dkk., *Panduan gerakan literasi sekolah di sekolah dasar* (Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kemdikbud RI., 2016), 67.

According to elementary School Literacy Handbook, GLS activities have general and specific purpose objectives. The general objective of the school literacy movement is to grow the students' ethical work through the budding school literacy ecosystem created in the school literacy Movement to become lifelong learning. While the particular purpose, among others, to develop a culture of literacy in the school, increase the capacity of the community and the school environment to be literate, make the school as a garden of learning and child-friendly so that the school residents can Manage knowledge, and maintain the sustainability of learning by presenting a variety of reading books and providing various reading strategies.

RESEARCH METODE

This type of research is qualitative with qualitative descriptive methods. The design of this research uses a single case study approach because it describes the formation of character students through the implementation of school literacy movements in instilling characters to read low grade students in Islamic ELEMENTARY schools. The integrated Lukman Al Hakim Sleman. The data collection techniques in this study use interviews, observation and documentation methods. This research data analysis technique uses data reduction, data presentation and withdrawal of conclusions. The validity of the data applied in this study is the triangulation of the data source and the triangulation method.

FIND AND DISCUSSION

Implementation Of School Literacy Movement In Instilling Characters To Read Low Grade Students In The Integrated Islamic Sd Lukman Al Hakim Sleman

Research conducted from 21 to 25 October 2019, based on the results of observations and interviews at the integrated Islamic SD Lukman Al Hakim Sleman for this literacy movement has been running 3 years. GLS that has been running in the integrated Islamic SD Lukman Al Hakim Sleman is applied focus on reading with a method of at least 15 minutes of reading every day, students can take advantage of when the third hour breaks. Also, in this low class, there is a reading at the beginning of the learning activities according to the learning materials in the teaching and learning activities (KBM) at that time.

One of the efforts that the library officers took to attract the reading of students also held a monthly program of libraries with different themes. On October 24, 19, has been carried out the "Read Corner" activity with the speaker

Mrs. Rizka. This Program is very helpful to grow the character to read students. Love means like, it is a pleasure, while reading is a process that is implemented and used by readers to obtain messages that are to be delivered by the author through the media words.

The love of reading also means a habit pattern to do reading activities from various readings and not only from one source to the purpose of obtaining information widely and is one way to acquire knowledge. Loves reading means the habit of providing time to read the various readings that give virtue.⁵ The indicators are fond of reading, which includes the schedule of library visits so that students are motivated to read, reading books, and learning that motivate students to use references.⁶

Supporting Factors Of School Literacy Movement In Instilling Characters To Read Low Grade Students In The Integrated Islamic Sd Lukman Al Hakim Sleman

From the research that has been done has proven many factors supporting the implementation of school literacy movement in instilling characters love to read low grade students in the integrated Islamic SD Lukman Al Hakim Sleman. These supporting factors include the state of school that is in the classrooms that meet the standard with an ideal size 8x8m. Since almost 60 years ago a variety of research shows the positive relationship of building quality to student learning outcomes.⁷ Then the availability of sufficient time to implement the GLS in instilling characters is fond of reading these low grade students. Then the large collection of reading books in the reading corner of the class, so students can freely read the books in the very comfortable reading corner.

However, although many of the supporting factors still need to improve the child's development, encouraging the child to actively read and from the teacher also encouraged, to support the child to actively read. The development of personality within the child is influenced by the hereditary and the surrounding environment.⁸

It is also necessary to add references to the student reading books in the library and the reinforced reading corner of interviews and observations can be found that one of the GLS supporting factors in the integrated Islamic

⁵ Sri Narwanti, *Pendidikan Karakter* (Yogyakarta: Familia Grup Relasi Inti Media, 2011), 53.

⁶ Mansyur Ramly, *Indikator Keberhasilan Siswa Dalam Pengembangan Pendidikan Budaya Dan Karakter Bangsa*. 2011, 11.

⁷ Tatang Amirin, *Kondisi Insani dan Material Sekolah Menengah Negeri "Pilihan Kedua" di Kota Yogyakarta*. *Jurnal penelitian ilmu pendidikan Vol.9 (1) 2016*. 19.

⁸ Jaka Siswanta, *Pengembangan Karakter Kepribadian Anak Usia Dini (Studi Pada PAUD Islam Terpadu Di Kabupaten Magelang Tahun 2015)*, 85.

elementary School of Lukman Al Hakim Sleman is a large collection of books So that students are more interested in reading various books. More book references are also for books that students read more and more insights that students can. Then growing the character of the likes of reading, one child book, is an activity designed to increase the number and type of reading books in the school, so that every student has at least 1 book to Read at school/class or at home, parents are expected to buy at least 1 book for one semester or 1 book one year, which is then donated to school.⁹

CONCLUSION

The implementation of GLS in embedding the character is fond of reading low grade students in integrated Islamic SD Lukman Al Hakim Sleman has been running for 3 years. The GLS applied to the integrated Islamic Elementary School, Lukman Al Hakim Sleman, focused on reading with a 15-minute reading method each day, as well as reading activities at the beginning of the learning activities. The existence of "Read Corner" routine at once per month to improve the character likes reading students.

In the implementation of this school literacy movement many supporting factors exist in the integrated Islamic SD Lukman Al Hakim Sleman among others classrooms that meet the ideal size standard. Then enough time to emphasize the GLS activities in instilling characters are fond of reading low grade students and the large number of reading books that are in the corner of the class reading that makes students freely read the reading books in the support also with A very comfortable reading corner. However, although many factors that support the GLS still need to improve child development, encouraging the child to be actively reading.

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⁹ Mulyo Teguh, Aktualisasi Kurikulum 2013 di Sekolah Dasar Melalui Gerakan Literasi Sekolah Untuk Menyiapkan Generasi Unggul dan Berbudhi Pekerti, 2017). 88.

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