Implementation of the Literacy Movement in Shaping Student Character in Elementary School

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Abstract

A study has been conducted to evaluate the application of the Literacy Movement in shaping the character of students at MI Al Huda, Cirebon Regency. The focus of this research is on programs such as Qiraati, readlah, Tahfidz, and literacy zones. The purpose of this research is to understand the character education applied at MI Al Huda. The character applied can encourage all students to show empathy, care, and respect for each other. So character education is an activity that is carried out consciously and helps students know good things, have noble character, are full of affection, and are intelligent. The Literacy Movement in Schools is a social initiative that involves cooperation from various sectors. One way to achieve this is to create a reading habit in students for 15 minutes. The achievement targets of the literacy movement in schools can gradually improve skills achieved through appropriate activities in elementary schools that emphasize reading, listening, and writing skills. This study uses a qualitative method by collecting data through observation, interviews, and documentation. The results show that the Literacy Movement, especially through the Literacy Movement program, is considered effective and receives support from the local community because being interested in these programs can help shape the positive character of students. The implementation of the Literacy Movement to shape the character of grade II students at MI Al Huda, Cirebon Regency has proven to be effective. Through this literacy program, students can develop a disciplined, responsible, independent, intelligent, and capable of respecting others, loving virtue, maintaining honesty, being polite, obeying rules, and obeying religious teachings. This research is expected to provide valuable information and input for the learning process in various institutions or schools, especially at MI Al Huda Cirebon Regency.

INTRODUCTION

Education is a deliberate and structured action to facilitate the learning and learning process that stimulates students to actively participate in developing their potential with high morality. The aim of education is to form a strong character base by embedding character values in the learning context. The role of education is to be an agent of change, especially protecting the younger generation from various forms of violence, influencing students' spiritual growth and development as a means of strengthening and maintaining positive values in the form of strengthening character.

The educational process is not only an introduction but also the formation of students' personalities. Strategies can be implemented through familiarization with the school environment or through school culture. The recognition process lasts throughout life, including the role of educators who are good examples in building student motivation and developing student potential and creativity.

Interest in reading among Indonesian students is still relatively low. The results of research from Central Connecticut State University in March 2016, which compared reading preferences in 61 countries, placed Indonesia in 60th place. This shows that the Indonesian people's interest in reading is still lacking. Triatma's research (2016) also found that interest in reading in class VI students in Indonesia is still low. Students rarely visit the library because of a lack of interest in books and the benefits of reading, as well as a lack of motivation both from themselves and from others.

A study was conducted to evaluate the application of the Literacy Movement in shaping student character at MI Al Huda, Cirebon Regency. The focus of the research is on programs such as Qiraati, read, Tahfidz, and literacy zones. This research aims to explore understanding of the implementation of character education at MI Al Huda. A qualitative approach was used in this research by collecting information through observation, interviews and documentation. Research findings indicate that the Literacy Movement, especially through the Qiraati program, is considered successful and has received strong support from the local community. The community is interested in enrolling their children at MI Al Huda because these programs are considered to help shape students' character with positive values.

The implementation of the literacy movement in shaping the character of class II students at MI Al Huda, Cirebon Regency has been effective and has been implemented. With this literacy program, students can form the character of discipline, responsibility, independence, intelligence, respect for others, love of virtue, honesty, politeness, obedience to rules, and obedience to religious teachings. It is hoped that this research will provide insight and input for teaching and learning activities in an institution or school, especially at MI Al Huda, Cirebon Regency.

Education is a conscious and systematic effort to facilitate learning and learning processes that inspire students to play an active role in developing their potential with high morals and ethics. Education aims to form a solid foundation of character by instilling character values in education. The role of education is to be an agent of change, especially protecting the younger generation from various forms of violence, influencing children's spiritual growth and development as a tool to strengthen and maintain positive values in the form of strengthening character.

The educational process is not only an introduction but also the formation of a child's character. Character formation strategies can be implemented through familiarization with the school environment or through school culture. The recognition process lasts throughout life, including the role of educators as role models in building students' motivation and developing their potential and creativity.

The lack of interest in reading in Indonesian society has a negative impact on reading ability, especially among school students. A study conducted by Basuki (2011) found that the reading comprehension ability of fourth grade elementary school students was very low, where only around 30% of the reading material was mastered. In addition, the level 2 reading test conducted in 2015 by the Organization for Economic Cooperation and Development (OECD) for Student International Assessment (PISA), ranked Indonesia 62nd out of 70 participating countries, with an average score of 397 /397 and a mean score of 49 (OECD, 2015). Data from the International Reading Literacy Study (PIRLS) and PISA Program also shows that the reading ability of Indonesian children is still low. Research by Marseno, et al (2014) shows that the information literacy level of students, especially in public elementary schools and private elementary schools, is still below average with an understanding of information literacy of 48.43% and 44.8%. Information literacy is important to help individuals, especially students, obtain the information and knowledge they need throughout their lives. Therefore, it is necessary to develop students' information literacy so that they can be successful in student life.

According to Law Number 23 of 2015 concerning Education and Culture, increasing interest in reading involves reading for 15 minutes. Teachers need to realize that literacy development becomes important when students have reached a good level of reading ability and show great interest in reading activities after being exposed to literacy culture. This literacy development must be carried out in all subjects to maximize high-level thinking abilities.

The school literacy movement aims to create a literate society through educational institutions. The regulation of literacy movements in schools is regulated by government regulations, namely Regulation Number 23 of 2015 from the Ministry of Education and Culture concerning Personality Development. This regulation suggests that reading activities be carried out for fifteen minutes before class begins to build good morals. However, the school literacy movement is not merely an internal learning activity, but rather a cultural effort aimed at instilling positive values and improving students' ability to understand subject matter and communicate fluently. Therefore, it is important to understand literacy that supports student development so that they can adapt to global technological developments. (Susilawati & Muhammad Sulhan, 2018)

GLS activities are intended to teach wider reading habits than just textbooks, such as magazines, novels, comics, and so on. It aims to overcome personality problems at school. The government has long tried to overcome this, for example by leading the National Movement for National Character Education in 2010 and the Character Education Strengthening Program (PPK) in 2016. The aim of this program is to instill national values. However, this is not only the responsibility of the government, but educational institutions also have an important role in character formation because personality is a key aspect in building strong human resources, appropriate character education needs to be carried out, especially in schools as a strategic place in forming character. (Rochmah & Labuddasari, 2019)

The specialty of this school literacy movement is that it teaches students to read independently without direct help from the teacher. Students are encouraged to practice their

reading skills for 15 minutes in the reading corner or in the library. In this activity, the teacher only plays a supporting role in reading activities. Thus, literacy means the ability to access, understand and use information intelligently through various activities, including reading, seeing, listening, writing and speaking. In the Qur'an, reading and writing are considered basic skills that every individual must possess. In Surah Al - 'Alaq verses 1-5 Allah says:

> *Meaning: "Read with (mentioning) the name of Your Lord who created. He created man from a clot of blood. Read and it is Your Lord, the Most Glorious, who has taught man with the pen. He taught man what he did not know." (QS. Al 'Alaq: 1-5).*

Teachers need to implement literacy strategies in the learning process. Developing literacy skills in the school environment can contribute to improving students' learning abilities. The use of a variety of texts and teaching materials, accompanied by good learning planning, will make a positive contribution to student literacy. One approach that schools can use is to teach reading and writing skills by focusing on local knowledge. By considering this reality, schools can try to strengthen character education through implementing literacy strategies based on local content. This effort aims to form a superior, intelligent and moral personality. In other words, the use of local content can help students become individuals who have good ethical values. It is hoped that the introduction of local wisdom can strengthen students' literacy culture, so that they are not easily influenced by foreign culture which is currently easily accessible to students. (Joyo, 2018)

The School Literacy Movement (GLS) involves participation from every school, academics, community, as well as senior officials in the field of basic education and ministries (Fitrianti, 2023). At the basic level, GLS is defined as a series of abilities to understand, master, and apply activities related to language skills (listening, reading, speaking, writing), as well as the ability to solve problems in an intelligent and wise way (Faizah, Dewi Utama, 2016). This literacy movement has a close relationship with the learning process, because students can obtain information through various means such as listening, reading, writing, analyzing, or drawing conclusions directly during learning activities. The implementation of the School Literacy Movement (GLS) indirectly has an impact on students' everyday perspectives, both in the school climate, at home and locally. As stated by Oktarina (2018), literacy learning in schools involves affective, cognitive and skills aspects. This opinion is in line with the results of other research which shows that the successful implementation of the School Literacy Movement (GLS) has an impact on student achievement and attitudes (Koesoema et al., 2017; Sulistyo, 2017). The results achieved by the School Literacy Movement (GLS) program are in accordance with the main objectives of implementing the program. GLS aims to build student character and enthusiasm, namely by creating a literacy environment at school through various literacy activities aimed at students. (Susianti et al., 2021).

At the elementary level (SD), there are two subjects that aim to shape student character, namely Islamic religious education and citizenship education. However, even though some time has passed, the development of students' attitudes and behavior through these two subjects has not achieved satisfactory results. Therefore, it is necessary to integrate student personality formation into each subject, so as to create a comprehensive curriculum and produce an intelligent and characterful generation.

Discussing personality is a very essential aspect. Personality can be considered the miracle of life that distinguishes humans from animals. A person who has good character, both in a personal and social context, is an individual who has commendable morals, ethics and

morals. Therefore, educational institutions are responsible for guiding this process of personality formation through the learning process. This is because in the future, schools will not only have the responsibility to teach students in the fields of knowledge and technology, but to create individuals who have the qualities and character needed to achieve national education goals. The National Education System Law stipulates that one of the goals of national education is to form people who believe and obey God Almighty, have good morals, are healthy, intelligent, innovative, independent and become democratic and responsible citizens. (Fitrianti, 2023). As an Indonesian country where the majority of the population adheres to Islam, of course the holy book Al-Qur'an is used as an inspiration to develop the character of the nation.

The Qur'an is a holy book that provides illustrations of life to Muslims, so Allah sent it to be believed, read, pondered and used as a guide to life. People who uphold justice.

Meaning: "And we command humans (to do good) to their parents. His mother had conceived him in a state of increasing weakness, and weaned him at the age of two years. Be grateful to Me and to your parents. Only to Me will your return be. (QS. Luqman[31]:14) (Indonesian Ministry of Religion, 2019).

The Qur'an was created to be a blessing, guidance and medicine for believers. Therefore, every Muslim is obliged to understand and apply it in everyday life. Instilling the values of national identity is not only the responsibility of the government but also the responsibility of all parties, including formal educational institutions which have a larger role in the world of education. Because of the importance of character in developing strong individuals, character education is very important. In this context, educational institutions, especially schools, are considered to have a strategic position in character formation. Basic education is also very important because it is considered the root of education and can determine a student's character and academic success in the future.

Student character problems at school are not easy to overcome. This problem can be overcome by increasing student character formation through school culture, especially the School Literacy Movement (GLS). Students with character will be able to behave and act in accordance with the rules or norms that apply in the environment where they live. In this case, students will be able to behave politely, responsibly and fully support the local intellectual character of their region. On the other hand, if students are not equipped with knowledge and imbued with moral values, then students will be easily influenced by negative things, including: rude behavior and harsh words which will have a negative impact on them, greatly affecting the student's enthusiasm.

In implementing character education, each school has its own school culture. In this case, the research will be carried out at MI Al Huda which implements education with a school culture that emphasizes student discipline and student confidence in getting used to school.

RESEARCH METHODOLOGY

This research uses a descriptive qualitative research type where the researcher will analyze the implementation of character education at MI Al Huda Cirebon. Data obtained in word form includes reports and documentation in the form of documents and images. The results of this research only describe or construct in-depth interviews with research subjects so that they can provide a clear picture of student character education, especially MI Al Huda students. The area of study in this research is how

planning, implementation and evaluation are carried out in implementing character education for class II students at MI Al Huda Cirebon.

The subjects in this research were the principal of MI Al Huda, the curriculum, and the homeroom teacher of class II MI Al Huda. The data collection techniques used in this research are observation, interviews and documentation. In this research, to test the validity of the data, the methods of perception constancy and triangulation were used. According to Patton (2024), there are four criteria for the triangulation strategy, namely Creability, Transferability, Dependability, and Confirmability.

RESULTS AND DISCUSSION

Implementation of the Literacy Movement in Character Formation

1. Program Qiraati

The Qiraati program is one of the literacy programs implemented at MI Al-Huda which started from the beginning before KBM. This is in line with the results of the interview delivered by Mrs. Romatul Lailah, M.Pd. that the habit of qiroati is done before teaching and learning. This is as stated by Mr. Yusuf Bachtiar, S.Pd.I. in an interview said that through the qiroaati program it was easier for students to understand reading the Koran so that it could shape students' character, especially in grade 2.

In the qiraati learning process at MI Al Huda, each student is grouped according to their reading ability or according to the volume the student is reading, not according to age. Every time you increase your volume, students must be tested by a pentashih qiraati at the institution concerned and graduation depends on the student's ability in terms of fluency, speed, accuracy and correctness. If a student has not passed, the student must repeat the original class. The Qiraati method learning activity of reading the Al-Qur'an takes place every day before learning starts at 07.00 WIB.

Figure 1. Students line up on the page

The process of implementing the Qiraati program at MI Al Huda has 3 steps, namely planning, implementation and evaluation. The first step in planning is that the teacher prepares teaching aids and students prepare Qiraati books, achievement books and writing books. The second step of implementation is carried out when the planning is considered ready. Based on the results of interviews with the school principal, Mrs. Rohmatul Lailah, M.Pd. "The process of this activity takes 15 minutes, starting with the students lining up on the page and continuing studying in their respective classes." The third step of evaluation is carried out specifically because the evaluation for the next level has its own pentashih teacher or special examiner. At MI Al Huda, the pentashih teacher or examiner is the principal. If students read fluently, quickly, precisely and correctly (LCTB), then the teacher who teaches them writes in the achievement book "moved up a volume...", adjusting the class to the next volume. However, if it is felt that the student's reading is still not optimal, the pentashih teacher will make a note in the achievement book regarding the shortcomings, then the class teacher will guide them again.

The quality felt by students who study the Al-Qur'an using the Qiraati method is very guaranteed compared to students who study using other methods. If students can understand the Qiraati method,

students can read with tartil and recital, and it will also be easier for them to learn compared to using other methods. Apart from requiring students to be able to read the Koran, this method also emphasizes writing. Writing is taught from the first volume of students by writing the hijaiyah letters with harakat. In this way, students can unconsciously learn to write and learn to read at the same time (Muhammad, 2019). With the Qiraati program, it is hoped that students will become individuals who are religious, independent, disciplined, like to read, and appreciate achievement.

2.   Read Program

The reading program is an activity carried out before teaching and learning begins, with the aim of students being able to form good character. Reading is very important and really needs to be cultivated as early as possible (Mulyono, 2021), this is in line with the results of interviews with class 2 teachers who said that reading is very important and really needs to be cultivated from an early age.

Figure 2. Reading habit

The process of implementing the reading program is also the same as the Qiraati program, it has 3 steps, namely planning, implementation and evaluation. The only difference is that the way to read here is that you have to connect one word, if you are fluent then continue to the next volume and it will increase to one sentence and then to a paragraph. The planning step is to prepare teaching aids and students take out reading books and achievement books. Implementation steps: students read and the class teacher listens to the students' reading. The implementation evaluation steps are exactly the same as the Qiraati program. With the reading program, students are expected to become friendly or communicative, knowledgeable, capable, democratic and curious individuals.

3.   Ekstrakurikuler Tahfidz Al-Qur'an

Tahfidz Al-Qur'an is an effort to protect and preserve the holy text of the Al-Qur'an. In Islam, the Qur'an is considered to be God's revelation which must be protected from changes and deviations. By memorizing the Al-Qur'an, Muslims can internalize Allah's messages and apply them in formal and non-formal educational institutions, such as schools, Islamic boarding schools, or tahfidz centers. In the context of formal education, tahfidz Al-Qur'an can be part of the curriculum or extracurricular activities, in line with the results of the interview with Mr. Yusuf Bachtiar, S.Pd.I. which says that this extracurricular tahfidz is mandatory for those who have finished or completed the Qiraati Koran and students are encouraged to continue to Tahfidz PTPT.

The Tahfidz Al-Qur'an program is an educational initiative that aims to increase knowledge, understanding and memorization of the Al-Qur'an as well as increase students' spirituality. In the current era, there is a need for the role of educational institutions that can help the government in overcoming the erosion of national characteristics, hence the importance of cultivating character to become a human being with noble character. (Sastrodiharjo Istianingsih, Suraji, 2021)

One of the Ibtidaiyah Madrasahs that has a tahfidz Al-Qur'an program is MI Al Huda, Cirebon Regency, which uses the Qiraati method, where the reading must be tartil and recitation. The Qiraati and Tahfidz programs are the mainstay programs of the MI A l Huda school, Cirebon Regency, as Mrs.

Rohmatul Lailah, M.Pd. and Mr. Yusuf Bachtiar, S.Pd.I. said that parents who send them to MI Al Huda because they study the Koran using the Qiraati method and the Tahfidz extracurricular have become enthusiasts in the local community.

Tahfidz planning follows the achievement book that has been designed (attached in attachment 5). According to research, the Tahfidz extracurricular program at MI Al Huda Cirebon has succeeded in achieving the goals of character education. Through regular Tahfidz activities, schools and students have worked together well to ensure the achievement of these goals. Collaboration between students and parents plays an important role in the success of Tahfidz activities.
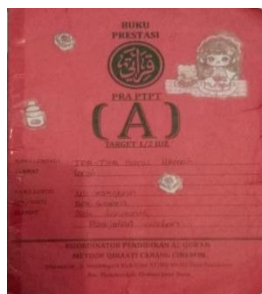

Figure 3. Tahfidz/PTPT Achievement Book

The implementation of this extracurricular activity was started by the teacher and the murojaah students together for around 15 minutes to 20 minutes, then the students came forward one by one to deposit their memorization and then write it down in a control book that the teacher had made himself.

During the implementation of Tahfidz extracurricular activities, the teachers in charge try to provide intensive guidance and assistance. This assistance is intended to improve students' tahfidz reading and provide encouragement, with the aim of developing a character who is religious, knowledgeable, disciplined, likes to read, honest, and loves peace, as said by Muslim et al., (2021) As the Muslim community develops, extracurricular It is believed that Tahfidz actually wants to develop a character which is currently experiencing more and more setbacks. In this case, the researchers concluded that MI Al Huda really upholds the integrity of science and is equipped with commendable morals.

4.   Literacy Zone Program

The literacy zone is an area used to develop students' literacy skills at school. The results of observations show that there is a literacy zone at MI Al Huda which is used for 10 minutes during break time as a condition for students to be allowed to have a snack, where students borrow a book from the library first and then read the book, after which the student informs the teacher that the book has been read. , then students can rest. The school principal as the policy holder takes the initial steps in implementing the program by preparing Standard Operating Procedures (SOP) for program implementation, providing guidance to educators to align the vision and mission and formulating strategies.

The implementation of a literacy-based learning program providing a literacy zone does not ignore scheduled intracurricular activities. The literacy zone program is implemented in a sub-program, namely the presentation of a literacy-based environment (Khasiroh & Fauzi, 2023). The presentation of a literacy-based environment implemented at MI Al Huda is the habit of reading a book for 10 minutes. In line with the results of the interview with the class 2 teacher at MI Al Huda, Cirebon Regency. With the literacy zone program, students have curiosity, and students become students who are creative, socially conscious and environmentally conscious.

5.   Literacy Movement in Shaping Student Character

Based on the description of the implementation of the literacy movement in shaping the character of class II students at MI Al Huda, Cirebon Regency, the researcher describes the results of data presentation and analysis into the following discussion:

The Qiraati program is one of the superior programs because it is Islamic-based and able to make things easier for students. This is in line with what Hidayah & Zumrotun (2023) said, using the Qiraati method was found to be effective in increasing the ability to read the Al-Qur'an quickly without the need to spell. In this case, the Qiraati program is a literacy program implemented at MI Al Huda which starts from the beginning before KBM. The supporting factor for this Qiraati program is the shahadah of teachers or educators, not just anyone who teaches this program. Apart from supporting factors, there are also inhibiting factors, namely the lack of motivation of students in learning to read the Al-Qur'an.

From the Qiraati program, it is Fluent, Fast, Accurate, Correct, so reading texts or other reading materials will be easier and students will read quickly. The reading program at MI Al Huda aims to enable students to form good character. By studying literacy movements, students can be motivated to form good character and good morals. Researchers also saw that grade 2 students at MI Al Huda had good character towards MI Al Huda teachers by getting into the habit of shaking hands with teachers when they met or when they first entered school.

In this research, the highlight is that students are required to take part in extracurricular tahfidz for students who have completed khatam in line with the results of interviews with the curriculum, namely Mr. Yusuf Bachtiar, S.Pd.I. This tahfidz extracurricular is carried out regularly and the teachers are special teachers, namely the tahfidz teachers themselves cannot be done by regular teachers. In this case, Tahfidz's extracurricular activities are able to foster character that in this generation Z and at MI Al Huda really upholds the integrity of science and morals.

In developing students' literacy skills at school, the literacy zone is the right area to use for these literacy-based skills. The implementation of the literacy zone at MI Al Huda is 10 minutes during break times and as a condition student are allowed to rest. In presenting the literacy zone, namely the habit of reading books, including textbooks, comics, and so on.

Figure 4. Interview with the Principal   **Figure 5.** Interview with the Curriculum

In this way, the researcher can conclude that grade 2 students who still use the 2013 Curriculum are able to develop a character that is disciplined and has good morals because the programs set by the school are very motivating and trustworthy. It is not surprising that the local community is interested in sending their children to MI Al Huda, in learning it is also not haphazard. Starting from reading the Al-Qur'an using the Qiraati method, then continuing with the tahfidz extracurricular program which is required by schools for students who are already khatam, then a strict reading program and teaching students carefully.

CONCLUSION

Based on the description of the Implementation of the Literacy Movement in Shaping the Character of Class II MI Al Huda Students, researchers can conclude as follows: The literacy movement program at MI Al Huda includes the flagship literacy program Qiraati, tahfidz, read, and literacy zone. As for the planning, the teacher prepares teaching aids and students prepare bound books, achievement books and notebooks. Teachers also guide the course of students who take part in extracurricular tahfidz which has been planned from the tahfidz achievement book. This was continued with the literacy zone program which started with students borrowing books from the library, after reading students were allowed to rest.

The implementation of the literacy movement program is carried out when students enter school, namely by lining up on the page and then entering their respective classes. When students are evaluated to move up, there is a pentashih teacher or examiner teacher, namely the principal of the school. The students continued one by one to make memorized deposits, then the teacher wrote down the results of the deposits in a control book he had made himself to be used as a report to the principal. From the superior literacy programs Qiraati, tahfidz, read, and student literacy zones in shaping the character of students, especially class II MI Al Huda, into individuals who are religious, honest, disciplined, like to read, knowledgeable, and curious.

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