

HABITUTION ACTIVITIES OF THE SCHOOL LITERACY MOVEMENT IN IMPLEMENTING THE CHARACTER OF A LOVE OF READING IN STUDENTS AT MOJO KALITIDU STATE PRIMARY SCHOOL

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ABSTRACT

This research aims to describe how the School Literacy Movement (GLS) is implemented as a habituation activity to build the character of reading among students. The approach used is descriptive qualitative, with data collection techniques in the form of observation, interviews and documentation. Research subjects included teachers, school principals, and students in grades IV and V who were directly involved in the school literacy program.

The research results show that literacy habituation activities at Mojo Kalitidu State Elementary School are carried out through various routine activities such as reading 15 minutes before learning, library visits, and shared reading programs. This program has succeeded in increasing students' interest in reading and literacy skills, as well as fostering a character who likes reading in students. However, there are still several obstacles such as limited facilities and time allocated for literacy activities. Consistent and creative implementation of GLS has proven effective in creating a culture of literacy in elementary schools

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan bagaimana Gerakan Literasi Sekolah (GLS) diterapkan sebagai aktivitas pembiasaan untuk membangun karakter gemar membaca di kalangan peserta didik. Pendekatan yang digunakan adalah deskriptif kualitatif, dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Subjek penelitian meliputi guru, kepala sekolah, dan peserta didik kelas IV dan V yang terlibat langsung dalam program literasi sekolah.

Hasil penelitian menunjukkan bahwa aktivitas pembiasaan literasi di SD Negeri Mojo Kalitidu dilakukan melalui berbagai kegiatan rutin seperti membaca 15 menit sebelum pembelajaran, kunjungan perpustakaan, dan program membaca bersama. Program ini berhasil meningkatkan minat baca dan keterampilan literasi siswa, serta menumbuhkan karakter gemar membaca pada peserta didik. Meski demikian, masih terdapat beberapa kendala seperti keterbatasan fasilitas dan waktu yang dialokasikan untuk kegiatan literasi. Implementasi GLS yang konsisten dan kreatif terbukti efektif dalam menciptakan budaya literasi di sekolah dasar.

Kata Kunci: *Literacy; Literacy Habituation; Character Likes Reading*

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Introduction

The School Literacy Movement (GLS) is a national program launched by the Ministry of Education and Culture of the Republic of Indonesia to increase students' interest in reading and literacy skills at all levels of education (Milasari, 2024). Literacy is not only limited to the ability to read, but also includes the ability to understand, analyze and use information critically (Sholihah, 2024). In the context of basic education, literacy is an important foundation that must be built from an early age in order to create a generation that is intelligent, creative and critical thinking.

The implementation of the School Literacy Movement at Mojo Kalitidu State Elementary School aims to build reading habits and strengthen the character of students who like to read. It is hoped that this literacy habit will be able to improve the quality of education by forming students' critical and analytical thinking patterns, as well as enriching their insights outside of formal learning. However, there are still many challenges faced in implementing this literacy program, such as a lack of supporting facilities, low interest in reading among students, and limited time allocated for literacy activities (Darojah, et al, 2024).

Therefore, this research is important to examine in more depth the habituation activities of the School Literacy Movement at Mojo Kalitidu State Elementary School in implementing the character of being fond of reading in students. The urgency of this research lies in efforts to see the effectiveness of literacy activities that are implemented routinely and their impact on increasing students' reading interest and literacy skills. Apart from that, this research also aims to provide an overview of the strategies used by schools in creating a literacy culture in the elementary school environment (Sukowati, et al. 2024).

This research is novel in the context of implementing the literacy movement in elementary schools, especially in the formation of characters who like to read. Through this research, it is hoped that a more effective model or approach can be found in integrating literacy movements into students' daily lives, so that they can maximize the benefits of literacy for students' intellectual and character development in the future.

Method

This research uses a qualitative descriptive approach to examine the habituation activities of the School Literacy Movement (GLS) in implementing the character of liking to read among students at Mojo Kalitidu State Elementary School. The qualitative descriptive method was chosen because it is suitable for describing phenomena in depth related to literacy activities implemented in schools, as well as providing an understanding of the process of forming a character who likes reading among students. This research was conducted at Mojo Kalitidu State Elementary School, Bojonegoro Regency. The research subjects were teachers, school principals, and students in grades IV and V who were involved in the School Literacy Movement program. The selection of these subjects was based on their direct involvement in literacy activities at school. To ensure the validity of the data, triangulation techniques were used, both source triangulation (by comparing data from observation, interviews and documentation) and method triangulation (using various data collection techniques for the same phenomenon). This validity is important to ensure that the data obtained and analyzed is accurate and trustworthy.

Results and Discussion

The character value of liking to read is required by teachers in literacy programs at the habituation stage of daily activities during the learning process. Proven through observations, interviews, and supported by documentation when research was carried out at SD Negeri Mojo Kalitidu, Bojonegoro Regency. Cultivating the character of liking to read through reading activities carried out by teachers at the habituation stage is very good, students have been accustomed to reading in order to instill the character of liking to read since the lower grade stage. To see the habituation activities of the school literacy movement in implementing the character of reading in students, researchers conducted interviews with class teachers.

The character value of liking to read has been required by teachers in literacy programs at the habituation stage (Sholikhin, et al. 2024). Proven through observations, interviews, and supported by documentation when research was carried out at SD Negeri Mojo Kalitidu, Bojonegoro Regency. Cultivating the character of liking to read through reading activities carried out by teachers at the habituation stage is very good, students have been accustomed to reading in order to instill the character of liking to read since the lower grade stage. The following are the results of observations, interviews and documentation of the character value of liking to read at the habituation stage:

1. Application of the Character Value of Liking to Read

The habit of reading in a literacy program is one of the foundations for implementing the character value of liking to read. The reading habit required by teachers is carried out by giving students the task of reading non-classbooks for 15 minutes before learning begins. However, Mojo Kalitidu State Elementary School, Bojonegoro Regency still gives students freedom regarding their wishes in choosing which books to read. This was proven by interviews with the school principal:

“In applying the character of reading to students, there is 15 minutes of time used to read books before learning begins, at the end of the week children are asked to make a resume or tell a story in front of the class depending on the creativity of each teacher..”

This statement was supported by the class III teacher that there was a reading activity carried out for 15 minutes before learning started.

“The school implements the character of liking to read by giving assignments to children to read books in the library or read textbooks 15 minutes before learning starts. For the books themselves, we don't limit whether they are textbooks or non-textbooks because if we limit what we have then instead it gives the impression that we are forcing the child.”

One of the students stated that the class carried out 15 minutes of reading before learning started.

“Yes sis, usually the teacher asks us to read the book for 15 minutes before the lesson, it's up to you.”

Based on the results of observations made by researchers before learning began, the teacher invited students to read story books to improve students' literacy skills. This is done as a form of apperception to raise students' enthusiasm before starting learning activities. Reading activities are carried out by teachers by liberating what books students will read with the aim that students do not feel forced to do this reading activity. This is reinforced by the documentation results which show that there was a 15 minute reading activity carried out by students before the learning activity began.

Based on the data obtained, the researcher concluded that the application of the character value of liking to read was carried out by class 3 by having a reading activity 15 minutes before the learning activity took place. Reading activities are carried out by students using formal and non-formal reading materials.

2. 15 Minute Reading Activity Every Day

Every day students carry out reading activities for 15 minutes before learning which is required by the class teacher by reading aloud or reading silently. Mojo Kalitidu State Elementary School, Bojonegoro Regency allows students to read aloud or silently. This was proven by interviews with the school principal:

“Indeed, several years before the pandemic, we already had a literacy program, so yes,

since then schools have made it a habit for students to read books first before learning begins with the aim of not only complying with government regulations but also this is for the good of the child so that the child has an interest in reading. tall. Children do the reading themselves by reading silently. For children who can read, they usually understand how to read silently, but children who are not yet fluent in reading usually still speak but slowly. We don't tell them to be loud or quiet because children's abilities are different"

This statement was supported by the class III teacher who stated that he read 15 minutes before learning aloud and silently.

"Iya jadi setiap hari itu anak sebelum pembelajaran dimulai melakukan kegiatan membaca buku selama 15 menit, pada dasarnya membaca itu kan selalu dibutuhkan ya bagaimanapun keadaanya nah melalui kegiatan literasi ini kami berharap anak mampu mempunyai minat baca yang baik. Kalau nyaring atau dalam hati itu terserah anak sih. Karena kan keadaan tiap anak itu tiap harinya beda-beda ya bisa saja hari ini mereka membaca nyaring bisa saja besok dibatin gitu. Tapi biasanya untuk anak yang sudah lancar membaca lebih sering didalam hati"

One of the students stated that the 15 minute reading activity was carried out by reading aloud and silently.

"Yes sis, every day I read a story book before class if I read silently. But there are also those who read it out loud, those who still spell it usually out loud, but there are also those who just whisper."

Based on the results of observations carried out by researchers, it was found that students carried out 15 minutes of reading activities every day with the teacher freeing students to read aloud or silently. Children read 15 minutes before learning by reading silently, but there are still some who read aloud but not loud enough to disturb other friends. The majority of students who already have fluent reading skills read silently or aloud but slowly, however, students who do not have good enough reading skills usually read aloud but not loud enough to disturb other friends. However, several times the researcher made observations of 17 students in the class, there were 2 students who sat on the same bench and did not read to play alone. The teacher seemed to have separated them several times but still there was no significant change. It can be seen that even though they are not sitting on the same bench, they are still busy playing with themselves during the 15 minute reading activity before learning is carried out.

Gambar 1.



Based on the statement above, it can be concluded that there is a 15 minute reading activity carried out by grade 3 students every day aloud and silently. Students are also given

the freedom to choose what books they will read.

3. Make Notes After Finishing Reading

The 15 minute reading activity before learning aims to instill the character value of liking reading carried out by the school. Through the GLS literacy program which has been implemented at Mojo Kalitidu State Elementary School, Bojonegoro Regency, students can be more likely to like reading books. Regarding the 15 minute reading carried out at the school, the researcher asked the students for notes about the books they had read, in response to this the principal stated:

"Yes, at the end of every week they usually collect their resumes, so students must note what books they read. From here we will also know whether the child read a book in one week or not. Whether they want textbooks or non-textbooks, they have to note them down."

This statement is supported by the statement of the class III teacher who stated that:

"Yes, every day they read, so they make a summary, so usually it's collected on Friday."

This was reinforced by the students' statements when the researchers asked about the notes after reading the book that teachers required 15 minutes before learning with the statement:

"Yes sir."

Based on the results of observations made by researchers, it was found that students made resumes related to the books they had read. This is done by the teacher as an evaluation of students in the reading activity 15 minutes before learning by making notes on the books they have read. The results of the resume are submitted to the teacher once a week, more precisely on Friday or the last day of entry that week. This is reinforced by the documentation obtained by researchers regarding the results of resumes that have been carried out by students.

4. Involvement of Teachers, School Principals and Education Staff

Students carry out reading activities 15 minutes before learning according to the instructions given by the teacher. This is proven by the statement of the class III teacher that:

"Yes, the teacher also reads, so the teacher gives the child the task of reading and then the children take turns reading it after the teacher, but sometimes everyone reads together individually.."

This statement was supported by the principal who stated that:

"Yes, the teacher enters the class to guide students in this 15 minute activity." These two statements were reinforced by students who stated that: "Yes, sometimes the teacher also reads, sometimes he just tells us to read by ourselves."

Based on the results of observations carried out by researchers, it was found that the daily reading activities carried out by the principal's class teachers only participated in reading activities on certain days while other teaching staff did not carry out reading activities every day. Educators tend to carry out other activities in the office when literacy activities are implemented by students and class teachers. This is reinforced by the documentation results which show that the teacher accompanies students in reading activities.

Based on the results of the data obtained, the researchers concluded that in the application of the character value of reading through the literacy program implemented by Mojo Kalitidu State Elementary School, Bojonegoro Regency, there is teacher involvement in reading activities. The teacher accompanies students directly in the classroom before learning is carried out.

There is a library or special room for storing non-learning books. Reading activities at the habituation stage are carried out every day to increase the character value of students' love of reading. Reading materials used by students before learning in addition to textbooks also use non-lesson books. Regarding this, the researcher asked the teacher whether there was a special storage place for non-subject books such as a library or other place. Responding to this, the third grade teacher stated that:

"There are, but we keep storybooks or non-study books in the library because there is no room for them in class. The reading corner was full of children's works. "We use the cupboard for files and textbooks."

The statement was completed by the principal who stated that:

"There are non-study books usually stored in the library. Because in the classroom itself, we don't have a special space that can be used to store non-textbooks. In the past, I tried storing it in the cupboard in the classroom but it turned out it wasn't enough."

Based on the results of observations made by researchers, it was found that this statement was in accordance with the results of observations made by researchers that there were only textbooks in the classroom. All non-subject books are placed in the library because the classroom does not have enough space to put story books, so when students want to read story books, they take them first to the library.

This is reinforced by the documentation that non-study books are stored in the library so that students can read in the library or take them to class. A comfortable and conducive library atmosphere makes students feel calm when reading so that it can support the creation of character values that like to read in students.

Based on the research results that have been obtained, the researcher concludes that in implementing the character value of liking to read through the literacy program at the habituation stage at SD Negeri Mojo Kalitidu, Bojonegoro Regency, there are books that must be read by students in the school library. Conducive library conditions make students comfortable when reading.

5. Reading Corner in Every Class

The application of the character of liking to read through the habituation stage of this literacy program makes students active in reading books, therefore it must be supported by adequate facilities and facilities. Regarding this matter, the researcher asked about the reading corner in the classroom. Responding to this, the principal stated::

"Every class has a reading corner, including class III, but in the class itself we use it to store theme books or required books, if we take reading books (non-subject) from the library. For the upper classes, each class has its own staff to take books from the library, but for the lower classes, usually the teacher takes them to the library every morning to spend 15 minutes reading. Because there are no librarians here, so the teachers do it themselves. But sometimes for the 15 minute reading material the teacher also brings his own reading material which may be related to the material that day so you don't just have to take it from the library."

This statement was completed by the class III teacher who stated:

"There is a reading corner, every class must have a reading corner. "Usually used to store textbooks, to store children's work, to display children's work too." This

statement was supported by students who stated: "Yes, there is a reading corner to store theme books".

Based on the results of observations made by researchers, it shows that in the classroom there is a reading corner which is used to store textbooks. The reading corner in the classroom is not organized enough because there are still many books that are not arranged neatly. This is reinforced by the documentation that there is a reading corner in the classroom but it is not neatly arranged.

Based on the data obtained, the researcher concluded that in implementing the character value of being fond of reading, teachers require students to read at the habituation stage through a literacy program for class III at SD Negeri Mojo Kalitidu, Bojonegoro Regency in the form of a reading corner to store a collection of textbooks and non-lesson books that have not been finished reading by students. The availability of a reading corner makes it easier for students to access books because they don't have to go back and forth to the library.

6. *There are Reading Campaign Posters in the Classroom*

Posters are used as an intermediary for inviting students about something. Reading posters are used by schools as an intermediary medium for reading books to students in order to increase the cultivation of a character who likes to read. When the researcher asked the principal about reading about the poster, he stated::

"There are, but because the school was renovated yesterday, some of them have been removed and haven't been put up yet, but if there are posters, they will definitely be there."

The principal's statement was supported by the class III teacher who stated that:

"There is, but yesterday it was removed because the school was being renovated and after the renovation, we haven't had time to install it again."

This statement is in accordance with the opinion of students who stated that:

"I don't know sis."

Based on the results of observations made by researchers, it shows that in the school environment there are no posters explaining the invitation to read to students. Based on the data obtained by the researcher, it can be concluded that in implementing the character value of liking to read through the habituation stage of the literacy program at SD Negeri Mojo Kalitidu, Bojonegoro Regency, they have not used posters about reading to help increase students' attention to reading activities..

Conclusion

The implementation of the character value of liking to read at the development stage is carried out by teachers by providing a reading corner in the classroom that students can use to read books outside of class hours. The school also provides library facilities as a means for students to increase their knowledge and reading skills. The existence of a library makes schools carry out a mandatory library visit program which is carried out alternately per class every day. The school carries out an evaluation in the form of a summary to determine students' reading abilities through a library visit program. In the development stage, schools hold rewards for literacy competitions in the form of writing poetry and telling stories during certain days such as Kartini Day.

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