

# Character Students and Liberation Movement in School

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**Abstract—Activity of habituation of positive attitude and behavior at school that starts gradually from basic education to higher education is the developing character. One of the habituation is in connection with school literacy movement that is a mandatory activity to use 15 minutes prior to the day of learning to read books other than textbooks (every day). School literacy movement policy is closely linked to literacy as a basic component of formation of qualified, productive and competitive human resources, possessing good character, and nationalism. There are three stages in the implementation of School literacy movement, namely habituation of fun reading activities at school environment; development of reading interest to improve the literacy skills; and implementation of literacy-based learning. The School literacy movement program can create a literate school ecosystem and cultivate learners character.**

**Keywords—character, literacy, study**

## I. INTRODUCTION

Education is a means of awakening nation and weapons to realize progress and prosperity. The most dominant indication to show an advanced civilization of a nation is when the education sector is of good quality. The culture of a nation will be seen in the culture of literacy of the people.

Per the long-term development plan of the Ministry of Education and Culture, the period of 2010-2015 was emphasized on the development of strengthening services and the next focus was on improving the quality of education so that it was relevant and competitive. One element in the declaration of vision National education in 2025 is a competitive global level. Therefore, in the 2015-2020 development period focused on the quality of education that has regional competitiveness at the ASEAN level.

The era of globalization in the field of education has made the Ministry of Education and Culture to organize national education programs with international quality. Strategic policy in this period will bring to the realization of the vision of Kemdikbud in 2025. The global community is required to be able to adapt technological advances and renewability. One of the policies of the Ministry of Education and Culture which is based on nine priority agendas (Nawacita) is the

school literacy movement (GLS). GLS policy is closely related to the literacy component as the capital of the formation of human resources quality, productive and competitive, characterized and nationalist.

Literacy activities are reading and writing activities related to knowledge, language and culture. In the Unesco declaration, literacy is related to the ability to identify, determine, find, evaluate, create effectively and organized, use, and communicate information to overcome various problems. It will develop students' character through acculturation of school literacy ecosystems to become learners throughout life (Dirjen Dikdasmen, 2016: 7).

The problem is that the implementation of the GLS policy above involves a lot element that are not necessarily already participate. The element is a school citizen consisting of students, teachers, headmaster, education staff, supervisor school, school committee, parents / guardians of students. In addition, the GLS policy also involves academics, publishers, mass media, the public, and stakeholders under the coordination of the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture.

Based on 2014 UNDP data, the level of extortion in Indonesia has reached 92.8% for the adult and the groups 98.8% for the youth category (Director General Dikdasmen, 2016: 7). The data above shows the level of literacy of the Indonesian people already in a good position. However, when viewed at the reading level Indonesian students rank 57 of the 65 countries studied (Republika, 12 September 2015). this problem is a challenge that education must face in Indonesia, especially in literacy. Literacy development is not only in changing those who cannot read to be able to read, but encourages those who can read to actively read on, increase their interest in reading, and the average number of readings. This is an important literacy problem to solve together.

In formal education, the active role of stakeholders, namely the head school, teacher as educator, energy education, and librarians are very influential to facilitate the development of student literacy components. In order for the literacy environment to be created, a paradigm shift for all stakeholders is needed. This is what needs to

be developed regarding stakeholder readiness in the success of the GLS.

Based on the above problems, needs analysis in GLS activities needed to make this movement an important part of life. This matter

based on the motto from Unicef that children in the golden age need support to get it develop yourself as optimal as possible. Every child must get a guarantee of education best because of their future, the future of their community, the nation and the whole world depends on the child.

## II. METHOD

Children are the mandate and gifts of God that must be guarded because they inherit their dignity, dignity and rights as human beings which must be upheld. Children are the future of the nation and future generations ideals of the nation so that every child has the right to survival, to grow and develop, participating, entitled to protection from acts of violence and discrimination, and civil rights, and freedom.

The process of children's education can occur in the family, community, and school environment.

Development of children from birth to adulthood the development of education as a whole. Education as a system obtains input from the suprasystem and will provide results (output) for suprasystem. Inputs obtained from suprasystem consist of values, ideals, and norms found in society, students, educators, and other personnel in education. One way to cultivate character in children can be through story books.

The growth of character in the story is the internalization of moral and spiritual attitudes that are practical and can be interpreted through stories. This is related to life problems, such as attitudes, behavior, and social manners (Nurgiantoro, 1995: 321). Moral values consist of relationships with God, human relations with other humans, and human relations with themselves. With the existing rules it is expected that children can live better.

Fairy tales are the results of literary works which contain values life and educational values. Fairy tale offering life stories about good and bad symbolized by the behavior and attitudes of the characters of the story. Therefore, through the story of readers or listeners can take benefits that can be applied in everyday life. Growth in character through reading story books can be used as a habit of positive attitudes and behaviors in the learning process of each school and community environment.

Growth of character in the affective aspect (attitude). In Bloom's taxonomy, the affective aspect consists of five stages, namely acceptance (receiving / attending), response (responding), awards (valuing), organizing (organization), and characterization based on the values (characterization by a value or value complex) [4]. The level of acceptance is willingness / sensitivity to the symptoms of appropriate stimulation. In learning can be in the form of getting attention, maintaining, and directing. Second, responses are reactions to existing

responses which include approval, willingness, and satisfaction in giving responses. Third, the value applied to behavior that causes individuals to be consistent in his actions. Fourth, integrating values to form a consistent value system. Fifth, has a value system that is believed and can enter into one's personality.

Based on the five stages above, the growth of character can begin to like to do something. Ways that can be done by habituation and practice. Habituation in education is a shared responsibility between parents, students, schools, and the community. The commitment of the four parties above is needed to build a positive perception of the realization of effective education. The involvement of parents and the community in creating a conducive learning atmosphere will help the growth of character. Minister of Education Regulation and Culture of the Republic of Indonesia Number 23 In 2015, cultivation of character stated that civilization of culture (PBP) was an activity to habituate positive attitudes and behaviors in schools that began tiered from starting elementary school, to junior high, high school / vocational school, and schools in special education pathways starting from the orientation period new students arrive at graduation. There are three goals for PBP, namely:

1. make the school a fun learning park for students, teachers, and education staff;
2. develop good habits as a form of character education since family, school and community; make education a movement involving the government, regional government, community, and family;
3. fostering a harmonious learning environment and culture between families, school, and community.

The PBP implementation is based on the basic values of nationality and humanity includes habituation to grow internalization of moral and spiritual attitudes, determination to maintain the spirit of nationalism and diversity to strengthen national unity, positive social interaction between students and adult figures in the school and home environment, positive social interactions between students, maintaining a school environment, respecting the unique potential of students to developed, and strengthening the role of parents and related community elements.

## III. RESULT AND DISCUSSION

The level of community literacy culture has a correlation with the quality of the nation. A person's reading habits will greatly influence one's insight, mental, and behavior. Habits can be fostered and developed. Therefore, one improvement in the quality of human resources is determined by the culture of literacy.

Based on the above facts, Indonesia needs a strategy to create a school literacy culture.

1. Condition literacy-friendly physical environment.
2. Seeking social and affective environments as literate models of communication and interaction.
3. Strive for school as a literate academic environment.

The GLS program is implemented in stages by considering readiness schools throughout Indonesia. The habit to develop GLS is to make reading a fun habit school ecosystem. The activity that can be done is fifteen minutes of reading every day before class hours through activities to read books aloud (read aloud) or all school members read silently (sustained silent reading). The school environment provides a library school, reading corner, comfortable reading area, other facilities, and providing a collection of texts print, visual, digital that is easily accessed by all school people. This activity is packaged in a pleasant atmosphere without bills. If this activity has been going well, then the second phase is continued, the development of reading interest to improve literacy skills in the form of development with simple bills for non-academic assessment. The third stage is the implementation of literacy-based learning in the form of learning with academic bills.

The implementation of literacy-based learning above aims to develop the ability to understand text and its relation to personal experience, critical thinking, and process communication skills creatively through activities responding to text enrichment reading books and textbooks. To develop literacy-based learning, the 2013 curriculum makes academic bills, namely at the level of elementary school students are asked to read non-text lessons of at least 6 books, at least 12 books in junior high school level, and at least 18 high school / vocational levels (Dirjen Dikdasmen, 2016: 29-30)

The literacy-based learning method is a development of the method drill that has actually been used on previous learning. According to Brown [2] the learning method used always changes when there is a new learning methodology paradigm. Every new method tries to separate itself from the old method and takes the positive aspects of the old method.

This can be seen in the learning method that is being favored by the teacher always considered different from the method it has already been used and as if the old method is no longer suitable for use. Though every method always has weaknesses and strengths. The method used in GLS takes the positive side of the previous method.

Curriculum development in language learning needs to understand the principles -the principle of language learning methods. Language learning according to Kumaravivelu (2006: 58) based on three aspects, namely form-based input modifications, meaning-based input modifications, and forms and meaning based input modifications. The first aspect emphasizes the form, the second aspect of meaning, and the third aspect tends to combine the two.

Nation [6] revealed four balanced strands / aspects in good language learning. The four aspects above are as follows.

- a. Meaning-focused input which includes listening and reading with pay attention to ideas and messages that will be delivered.

- b. Language focused activities which include language sounds and spelling, vocabulary learning directly, grammar exercises, and pay attention to discourses used.
- c. Meaning-focused output which includes speaking and writing by paying attention to the delivery of ideas and meanings to others
- d. Fluency-based activities which include the development of fluency through language four language skills.

Based on the four aspects above, each aspect must be balanced in the learning process, which is 25%. In its implementation, language learning can use integrated methods or separately to emphasize certain aspects according to their needs. Based on the theory above, GLS actually took the concept for its development.

The GLS program is implemented in stages by considering the readiness of schools throughout Indonesia. This readiness includes the readiness of school capacity (availability of facilities, reading materials, facilities, literacy infrastructure), readiness of school members, and readiness of other support systems (public participation, institutional support, and relevant policy tools). For example, the implementation of literacy-based learning requires students to read non-textbook lessons that can be books on general knowledge, hobbies, special interests, or multimodal texts, and can also be associated with certain subjects as many as 6 books for elementary school students.

Based on surveys in several elementary schools in Yogyakarta, GLS is generally still in the stage of growing interest in reading. The habit of reading nontext lessons is fifteen minutes before class not all schools have implemented it. School the basis that has been carried out routinely every day is the GLS target school. Quite a lot of obstacles faced by schools to implement GLS. The main obstacle is the provision of reading in the school library. The number of book collections is still very limited. In addition, a comfortable place to read must also be addressed. Improvement of facilities and human resources needs to be developed.

Development of GLS is really needed so that children like to read and skilled writing so that generation is created who are literate and become the Indonesian nation quality. The government has launched GLS but it should be followed by infrastructure improvements to develop the literacy culture.

#### IV. CONCLUSION

The level of community literacy culture has a correlation with the quality of the nation. A person's reading habits will greatly influence one's insight, mental, and behavior. Habits can be fostered and developed. Therefore, one improvement in the quality of human resources is determined by the culture of literacy.

Literacy is related to the ability to identify, determine, find, evaluate, create effective and organized, using, and communicating information to overcome various problems. It will develop students' character

through acculturation of school literacy ecosystems to become lifelong learners.

The GLS program is implemented in stages by considering the readiness of schools throughout Indonesia. This readiness includes readiness of capacity, readiness of school members, and readiness of other support systems.

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