Efforts To Foster Students' Character Through School Literacy Movement At SMK Negeri 1 Tuhemberua

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Abstract

This study aims to determine the efforts made to foster student character through the literacy movement and to find out the obstacles faced in fostering character and the obstacles faced by teachers in fostering student character through the school literacy movement. This research uses a qualitative method by taking a descriptive approach. The research instrument in this study is the researcher himself by observing, asking, listening, asking and taking research data using a cellphone as a tool to record all conversations, pictures as real evidence, and a notebook that serves to record conversations with data sources or informants. The data collection techniques used are interviews, observation, and documentation. The results of the research and discussion concluded that: first, a very important aspect in fostering students' character through the school literacy movement is by providing students with reading materials containing ethical values, local, national and global wisdom, which are delivered according to the development of students, direct practice in the environment, Implementation of monitoring and evaluation of GLS (School Literacy Movement) activities using indicators of the achievement of each stage. Second, the obstacles faced include some elements in the school that are not ready to participate in literacy activities carried out to realize literacy activities, the cooperation and participation of every element in the school is important to realize quality school literacy activities. Third, the obstacles faced by teachers are at the habituation stage, development, Teachers do not understand the purpose and objectives of the School Literacy Movement, Students are difficult to manage, the room is not large enough, the library schedule, the library is not large enough, and there are not many books.

Keywords: student character, Literacy Movement

Introduction

Education is a tool to realise progress and prosperity. The most important indication of a developed nation is when its education sector is of good quality (Dharma, 2020). Because a high level of education can easily produce quality Human Resources (HR). These human resources can then make the country advanced in various fields so that it can compete globally with other countries (Whitehead, Durden-Myers, & Pot, 2018).

There are three well-known international studies to determine the level of education of a country, namely PIRLS (Progress in International Reading Literacy Study), TIMMS (Trends in International Mathematics and Science Study), and PISA (Programme for International Student Assessment). PIRLS examines the level of comprehension of elementary school students when given a variety of readings in which they are also involved in the reading process (Murti, 2020; Zagoto, 2018).

TIMMS examines student achievement in Maths and Science, while PISA examines reading literacy, Maths literacy, and Science literacy.

The school curriculum, starting from the basic level to the highest level, places a lot of time for the fields of study that have the potential to foster morals, including religious education, civic education (PPKn), and social science. Moral education that is formed at school is still not successful, because the way learning is done is by rote or cognitive deductive procedures that are oriented only to get good grades (Harefa et al., 2022; Laoli, Dakhi & Zagoto, 2022). As a result of subjects in behavioural change that is never seen and noticed, so that what will happen is a mismatch between moral knowledge and behaviour (Amaliyah, Rahman, & Maryam, 2022; Zagoto, Yarni & Dakhi, 2019).

In terms of quality, education in Indonesia, both academic and non-academic, is still lagging behind. The quality of education is still problematic, especially non-academic. This can be seen from the behaviour and attitudes of students in social life, both while in the school environment and outside school. Immoral behaviour and actions are caused by low morality. Low morality is caused by ineffective moral education. Moral or ethical education is carried out naturally without appropriate methods and integrated in the curriculum, except for methods of understanding, habituation, and exemplary. Based on this statement, it is necessary to improve the curriculum that emphasises the importance of ethics education in schools from primary to secondary school.

A good education should provide a curriculum that is relevant and challenging to students, and use teaching methods that are effective and support student learning (Dakhi, 2022; Zagoto, 2022). Good education must also create a safe and enjoyable learning environment, and support students' social and emotional development. The world of education has a role to deliver students to build a positive identity so that students can develop maximum potential (Marundruri & Harefa, 2022; Telaumbanua, Dakhi & Zagoto, 2021; Yuliyati & Dafit, 2021). As a school leader, the principal must be able to build a school self-image that is reflected in the self-image of teachers and students. The world of good education for children and adolescents at home and at school is education that is adaptive to the times based on knowledge and ethics and discipline. All of these things can help produce the next generation who are independent and have life principles through the school literacy movement. Budi Pekerti is a conscious effort made in order to instil or internalise moral values into the attitudes and behaviour of students so that they have noble attitudes and behaviour "akhlakul karimah" in everyday life, both in interacting with God, with fellow humans and with nature / the environment.

Developing students' character by cultivating school literacy so that students become lifelong learners, whose target is all school members. School literacy is more than just writing and reading but includes thinking skills in accordance with the stages and components of literacy (Wahab & Amaliyah, 2021). However, better practice needs to emphasise school literacy methods. In order for a school to become a leading benchmark in literacy culture, it needs to use several implementation strategies. Some of the ways or concepts of school literacy include daily, weekly, monthly and termly.

There are several technical concepts of literacy in schools, including daily, weekly, monthly and per semester. This activity is carried out to foster students' interest in reading so that knowledge can be mastered properly. Reading materials contain ethical values, local, national and global wisdom, which are delivered according to the development of students. The implementation of monitoring and evaluation of GLS (School Literacy

Movement) activities uses indicators of the achievement of each stage.

Ethics is a teaching programme at school with the aim of improving the character or character of students to better live the values and beliefs of society as a moral force contained in their lives through honesty, discipline, trustworthiness, and cooperation which emphasises the affective domain (attitudes and feelings) without leaving the congnitive domain (rational thinking) and the skill or psychomotor domain (skilled data processing, skills, expressing opinions, and cooperation).

Ethics focuses more on character, behaviour or in other words, manners and ethics. So character education can be interpreted as instilling moral values, manners, how to behave well with others. Ki Hadjar Dewantara assumes that character is the ability of human nature or individuals related to the biological part and plays a role in determining a person's character (Astuti, 2022). The noble character that is expected to grow through this movement includes several things, including: internalisation of moral and spiritual values in life, a sense of nationality and love for the country, positive interactions between students and teachers and parents, as well as positive interactions between students.

The school literacy movement is one of the most important programmes implemented in the field of education, that seen from this field is able to improve students' ability to write and read (Zendrato & Harefa, 2022). Someone can digest a reading and writing or not illiterate can say that the person is capable of literacy. Students' literacy skills have a relationship with the demands of reading skills that aim at the ability to understand, apply and research. Education personnel are people who are able to condition the inner state or atmosphere of students and are given an explanation that writing and reading are very enjoyable activities and can achieve satisfaction with the programme, literacy.

School Literacy Movement is the ability to access, understand and use something intelligently through various activities, including reading, viewing, listening, writing and or speaking. For example, silent reading, students reading and other students listening together, teachers telling stories and vice versa, students listening to learning videos. Reading materials contain ethical values, in the form of local, national and global wisdom to be conveyed according to the level of student education. This school literacy movement strengthens the movement to cultivate character as outlined in the regulation of the minister of education and culture Number 23 of 2015. One of the programmes in the movement is "15 minutes of reading non-lesson books before learning time begins". This activity is carried out in order to foster students' interest in reading so that knowledge and can be mastered properly.

Literacy is the language ability that a person has in communicating "reading, speaking, listening and writing" in different ways according to their purpose (Masril et al., 2022). If defined singularly, the definition of literacy is the ability to write and read. So, it can be interpreted that literacy is a person's ability to process and understand information during the reading and writing process. In everyday life, the application of literacy is very broad, for example: Reading books or articles on the internet that present information to add insight.

The scope of the school literacy movement is certainly many and varied. They are maths literacy, reading literacy, science literacy, digital literacy and writing literacy. Reading is one of the processes carried out by a person in order to obtain the message to be conveyed from the author through the medium of words or written language. Thus the need to teach students in reading activities so that students can understand, apply and understand information from the text to be read. Learners are individuals who provide

material in learning. In this writing literacy, the point is to teach students at the secondary school level to create works that include (poetry, drama scripts, short stories, pantung, etc.). In directing the middle school literacy movement, it is done in three stages, namely: First, the habituation stage: in this habituation stage, students are invited to spend time reading books every day. Second development stage: in this development stage, initially students in one week can finish reading one book so they are trained to be able to read more than two books within one week. Third learning stage: in this learning stage, students begin to be directed to their respective competencies, some are good at reading in the field of poetry, poetry drama scripts and rhymes, and good at short stories. This method is carried out to train students to love reading and writing. Based on the description above, it can be concluded that reading activities are not just opening sheet after sheet of books, or just getting knowledge, but there are so many lessons that can be taken. Reading can shape character or grow one's character. Therefore, it is time for reading to become a necessity, habit, and lifestyle of the community.

The low interest in reading is a problem that must be overcome as well as efforts that must be taken to overcome the problem of low interest in reading is to optimise the literacy movement for students in vocational high schools (Apriana, Kristiawan, & Wardiah, 2019). To overcome the problem of low interest in reading, the important role is parents, besides parents, the family environment is also very decisive in fostering their children's interest in reading by giving gifts in the form of reading books on historic days for children such as giving story books for birthday gifts, then accompanying their children to read books. Teacher support is also very much needed, in increasing interest in reading. Efforts that can be made by teachers include setting up a reading corner and changing books every now and

then so that children feel interested in reading. Reading is a process of involving all students' activities and thinking abilities in understanding and reproducing a written discourse.

Reading activities are able to form individuals and communities who are thirsty for knowledge, appreciate knowledge, and want to spread knowledge. These positive effects are expected to emerge and flourish in our society. Reading activities will also give birth to human learners, human thinkers, human researchers, and human actors of change. Secondary school is a golden age period, so it is important to instil noble ethical values. The literacy movement is one way to instil noble character. Teachers have an important role in stimulating students to learn, so in implementing learning, teachers must use a comprehensive and progressive approach to motivate students' curiosity and trigger students to think critically. This will be successful if teachers are able to develop appropriate learning so that the learning carried out can improve literacy skills and the full potential of students. In developing learning, teachers must also be able to choose and utilise teaching materials, such as encouraging students to read quality books, because reading activities are in line with the critical thinking process that allows students to be creative and inventive (Timor et al., 2022).

One way to instil ethics in children can be through story books. The cultivation of ethics in stories is the internalisation of moral and spiritual attitudes that are practical and can be interpreted through stories. This relates to life issues, such as attitudes, behaviour, and social manners. Moral values consist of relationships with God, human relationships with other humans, and human relationships with themselves. With the existing rules, children are expected to live better.

Fairy tales are literary works that contain life values and educational values. Fairy tales offer life stories about good and bad that are symbolised through the

behaviour and attitudes of the story characters. Therefore, through stories readers or listeners can take benefits that can be applied in everyday life. The cultivation of ethics through reading story books can be used as a habituation of positive attitudes and behaviour in the learning process of every school and community environment.

Based on the results of preliminary observations conducted on 2 December 2022 at SMK Negeri 1 Tuhemberua, researchers obtained information from one of the PPKn teachers, that at SMK Negeri 1 Tuhemberua school literacy activities have been implemented and are active until now. through the school literacy movement, it is hoped that it can foster student character that can be used as an icon of SMK N 1 Tuhemberua. There are already several supporting factors for the school literacy movement, starting from the public library for all school members, reading corners in the classrooms, reading books for students. Recently, the school literacy movement programme at SMK Negeri 1 Tuhemberua has not been running optimally, there are obstacles in the technique of carrying out the school literacy movement, namely the less strategic location of the library which is behind the classroom and the library space is not large enough. Books that are not updated enough to be read by students, time that is not scheduled properly, there is no evaluation of the writing competition for students. Therefore, researchers conducted the study to find out the weaknesses and solutions in fostering students' character through the school literacy movement at SMK Negeri 1 Tuhemberua, especially students so that they can become students who excel in reading and are good at writing.

Research Methods

Researchers took a descriptive approach with qualitative methods. The purpose of this qualitative research method is to realise a complete meaning in the form of words and sentences (actions, existence and experiences) of the human views studied. Qualitative research relates to an idea, experience of ideas or ideas of the person under study and all of them cannot be contained in numbers. Researchers use this approach because the research question is a question to reveal the research phenomenon. By using this method, more complete data can be obtained to achieve the objectives and answers to research questions.

In this research, the types of research used are: interactive (interconnected), participatory (participation) and (understanding the way of life from the view of people seen in it). The research location chosen by the researcher is at SMK Negeri 1 Tuhemberua, this school is located on Jln. Arah Tuhemberua, Botolakha Village, North Nias Regency. The data collection procedures for this research are observation, interview, and documentation techniques. In this case, data collection tools can be done using electronic facilities by utilising mobile phones to record sound and take pictures.

Result And Discussion

This research was conducted using observation methods or direct observation, interviews and documentation in the field. The discussion in this study is related to efforts to grow student ethics through school literacy activities at SMK Negeri 1 Tuhemberua for the 2022/2023 academic year by making direct observations and interviews with subjects and not forgetting to collect and take documentation. To facilitate the reader's understanding, below will be discussed one by one the results of the research that has been done.

1. **Efforts made to foster student ethics through the school literacy movement at SMK Negeri 1 Tuhemberua**

Efforts made to cultivate student ethics are the ability to access, understand, and use something intelligently through various activities, including reading, viewing, listening, writing, and speaking.

Students' literacy abilities are closely related to the demands of reading skills which lead to the ability to understand information. Use 15 minutes before the learning day to read books other than subject books (every day). included in the affective aspect (attitude). According to Zuriah (2008:19), character education is a teaching program in schools which aims to develop the character or character of students by internalizing the values and beliefs of society as a moral force in their lives through honesty, trustworthiness, discipline and cooperation which emphasizes the affective domain (feelings and attitudes) without leaving the cognitive domain (rational thinking) and the skill or psychomotor domain (skills, skills in processing data, expressing opinions and working together). Fifth, have a value system that is believed to be included in one's personality. From the five stages above, the development of character can begin with an attitude of liking to do something. Use 15 minutes before the learning day to read books other than subject books (every day).

According to Silalahi (2017:2), re-instilling moral education in educational activities will give students a strong grip on life. This can be done through habituation and practice. Habituation in education is a shared responsibility between parents, students, schools and society. The commitment of the four parties above is really needed to build positive perceptions for the realization of effective education. The involvement of parents and the community in creating a conducive learning atmosphere will help develop character.

The literacy movement is an inseparable part of the character development movement. Character values that can be taken from literacy activities include: First, curiosity. People who read books are curious about the problems they want to know. Not even just from books, he will read from other sources, ask questions or discuss with other people who he thinks can tell. As a person who is highly curious, he is thirsty for information and knowledge, and is not shy about asking questions. In Sundanese proverbs, there is the term bodo aléwoh, which means wanting to ask anyone who you think knows better. People who read a lot and ask a lot of questions will of course transform into people who were initially completely ignorant to become completely knowledgeable. Second, mentally want to progress. People who read diligently certainly have aspirations or desires for themselves to progress or improve their quality of life. Entrepreneurs gain knowledge about success by attending seminars or business training, and often read books about effective marketing. And as a result, many of them initially had their businesses suffer and went bankrupt, but after reading books on success tips and motivation from successful entrepreneurs, they managed to get up and achieve success. Third, think critically and analytically. People who read a lot will have critical thinking skills compared to people who don't read. His analytical skills are increasingly honed. Every word and sentence he read encouraged him to continue thinking and analyzing. It is not uncommon for the idea to write to appear while he is reading or after reading a book. In other words, the activity of reading books keeps the brain working and produces new thoughts.

So, in order for schools to be at the forefront of literacy culture efforts, they need to use several implementation strategies. There are several technical literacy concepts in schools, including daily, weekly, monthly and quarterly. This activity is carried out to foster students' interest in reading so that knowledge can be mastered well. The reading material contains moral values, local, national and global wisdom, which are presented according to student development. Implementation of monitoring and evaluation of GLS (School Literacy Movement) activities using achievement indicators for each stage.

2. Obstacles in developing students' character through the school literacy movement at SMK Negeri 1 Tuhemberua

Obstacles in implementing the Literacy Movement Policy at SMK Negeri 1 Tuhemberua include the lack of adequate facilities and infrastructure such as reading materials that are not varied and minimal, the lack of use of the school library, the lack of information sources obtained by students, the weak resources of teachers as implementers and the lack of teacher control over students in assisting them with literacy, lack of involvement of the department in directly developing literacy programs in schools. Third, the supporting factors for the School Literacy Movement are the motivation of the school principal and the enthusiasm of the teachers in supporting the successful achievement of the program.

3. Efforts to overcome obstacles in developing students' character through the school literacy movement at SMK Negeri 1 Tuhemberua

In an effort to overcome obstacles in developing students' character through the literacy movement at SMK Negeri 1 Tuhemberua, namely by increasing supporting facilities and infrastructure such as reading book materials, efforts are being made to make the library at SMK Negeri 1 Tuhemberua more utilized by students to increase students' interest in reading, teachers at SMK Negeri 1 Tuhemberua pay more attention to their students and continue to accompany them in literacy, and the education department participates in directing the implementation of the literacy program at school directly and the school principal and teachers are more enthusiastic in supporting the literacy movement to foster students' good character. achieved well.

Conclusion

Based on the results of research findings in the field, researchers can put forward the following conclusions:

1. One very important aspect in cultivating students' character through the school literacy movement is by providing students with reading materials containing moral values, local, national and global wisdom, which are delivered according to the students' development, practice directly in the environment, carry out monitoring and evaluating school literacy movement activities using indicators to reach the level of students' literacy skills which are related to the demands of reading skills which lead to the ability to understand information Use 15 minutes before the learning day.

2. The obstacles faced in cultivating character through the literacy movement at SMK Negeri 1 Tuhemberua include the school still not using strategies in implementing literacy culture in schools such as literacy concept techniques on a daily, weekly, monthly and semester basis. Lack of adequate facilities and infrastructure, for example reading materials that are not varied and minimal, lack of use of school libraries, minimal sources of information available to students, lack of resources for teachers as implementers, still weak control of teachers over students in directing literacy, lack of department involvement in developing progress related to literacy programs in schools.

3. Efforts to overcome obstacles in developing students' character through the literacy movement at SMK Negeri 1 Tuhemberua, namely providing a schedule or concept of cultural literacy on a daily, weekly, monthly and semester basis as well as by adding supporting facilities and infrastructure such as reading book materials, libraries

At SMK Negeri 1 Tuhemberua, efforts are being made to make more use of it by students to increase students' interest in reading, teachers at SMK Negeri 1 Tuhemberua pay more attention to students and continue to accompany them in literacy, and the education department participates in direct and inseparable development of the literacy program at school. School principals and teachers are more enthusiastic in supporting the literacy movement to foster students' good character.

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