The Implementation of Literacy through Positive Habits as an Effort to Strengthen Character in Elementary Schools

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Abstract

Strengthening student character is an important issue in education currently. This study aims to analyze the extent to which the implementation of literacy through positive habits can contribute the character strengthening. Through this case study method, it finds that students had a weak interest in reading. So that literacy activities emerged 15 minutes before learning begin. The obstacles face is the lack of interest in reading among students and the teacher involvement in the habituation process. The results of this study indicate that literacy through positive habits has great potential in students' character strengthening and it requires support from several factors, such as teachers, parental support, availability of reading materials, or a conducive school environment.

Keywords: Implementation of literacy, case study analysis, character strengthening

1. Introduction

Currently character education is a major concern in the education's world, apart from playing a role in shaping the morals of the nation's next generation. Within the Ministry of National Education, (Bagus Cahyanto et al., 2022). Character education at school is implemented by integrating (Bagus Cahyanto et al., 2022) character values in each subject at all levels of education. The Ministry of Education and Culture (2010) states that there are various dimensions of character that are instilled in educational units, one of them is religious character, namely belief in God Almighty.

In its implementation, school needs to develop students' character based on moral values and citizenship principles to achieve educational goals (Dishon & Goodman, 2017; Defitrika & Mahmudah, 2021; Althof & Berkowitz, 2006). These character values must be instilled consistently in order to make the students have good character throughout the educational process.

School is the right place to shape students' personalities, morals and behavior, as well as instill religious values, in order to create the students who are superior and have religious character. Therefore, character education must be instilled from the early age so that the next generation will have strong personalities and noble morals.

The success of character education requires collaboration among schools, families and the environment. The family has an important role as the first and main educational institution (Badeni et al., 2019). Parents must

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encourage the formation of their children's religious character by supporting the habits carried out at school, so that children can apply the same things at home. Therefore, character education is not only the responsibility of schools but all elements of society must work together to provide meaningful education (Lukman et al., 2021), (Bagus Cahyanto dkk., 2022)

The values formed in national character education are taken from various main sources, including religion, Pancasila, culture and national education goals. These values are an important foundation in forming the character of the younger generation. Ryan & Bohlin (1999) state that character education includes three interrelated fundamental elements, namely: knowing what is good, loving something good and doing good thing. In this case, character education is not only as an instrument to teach students about something right and wrong. More than that, character education aims to aply the habit of doing good deeds through a habituation process, so that students not only have knowledge about goodness, but are also able to feel, appreciate, and ultimately be encouraged to do it.

Therefore, character education has a broad and in-depth scope, where students are invited to truly understand positive values, absorb their meaning, and implement them in everyday life. In essence, character education has a similar mission to moral education or moral education in schools. Both aim to form individuals who are not only intellectually intelligent, but also have high moral integrity, are able to differentiate between good and bad, and have a strong determination to always do good things in every aspect of their lives. (Bagus Cahyanto et al. ., 2022)

The importance of character education is currently increasingly urgent to implement, considering that there are various symptoms that indicate a decline in national character. One source that highlights this problem is Thomas Lickona (in Barnawi and M. Arifin, 2016: 12-13), who identified ten signs of the times that reflect the decline in the character of the Indonesian nation.

The first symptom is increasing violence among teenagers, even children, which reflects a lack of self-control and empathy. Furthermore, there is a culture of dishonesty that is increasingly entrenched in society, creating an environment that no longer values honesty as an important value. Apart from that, a fanatical attitude towards certain groups or gangs shows polarization and a disregard for the values of unity. The lack of respect for parents and teachers is also in the spotlight, indicating the loss of traditional values that have been upheld in society.

Society's morality is increasingly blurred, with the boundaries between good and bad no longer clear, causing confusion in ethical decision making. Finally, the use of increasingly bad language, such as cursing, swearing, and ridicule, reflects a lack of respect for others and a decline in the quality of communication. All these symptoms emphasize how urgent it is to implement character education to rebuild the nation's moral and ethical foundations.

Based on the observation regarding the implementation of character education in schools, every morning when the teachers arrive, they go straight to the prayer room to do Duha prayers and read holy Qur'an regularly. It is hoped that this activity can be a good example for students so that they imitate it at school (Badeni et al., 2019; Lukman et al., 2021; Muhammad et al., 2021). From this explanation, it can be seen that SDN 2 Darmakradenan has various strategies to achieve successful character education for students. This school also implements programs that support religious character education, both integrated with the learning process and other programs outside the classroom. This is the background for researchers to dig deeper into the implementation of religious character education, as well as the factors that support and hinder it in schools. Researchers hope that the practical strategies that have been implemented by SDN 2 Darmakradenan can become useful new findings. (Suryaman & Karyono, 2018)

2. Research Methods

Descriptive research is research that aims to describe and explain situations in the field according to real conditions. The aim of this research is to gain a deeper understanding of the research subject, namely the application of literacy to develop the character of elementary school students. (Suryaman & Karyono, 2018)

To understand deeply how the application of literacy can strengthen student character, careful analysis using qualitative research methods is needed. This research is descriptive in nature, because the focus is to provide a detailed description of the phenomenon being studied. Based on Erickson's views in Susan Stainback, qualitative research methods involve intensive involvement of the researchers in the field, where researchers participate for quite a long time, make careful observations, and record in detail every event observed.

Method Approach

The approach used in this research is a qualitative approach. The qualitative approach aims to explore and understand the deep meaning behind various existing facts, not just presenting data quantitatively or statistically. The aim of this approach is to capture the essence of the experience or phenomenon being researched. According to David Williams (1995), qualitative research involves a data collection process carried out in a natural environment, meaning that the researcher observes and interacts directly with the subject or situation being studied

without changing or manipulating the conditions. The method used in this research is also natural, namely focusing on direct interaction with subjects, observation, and collecting other qualitative data. This research is carried out by individuals who have a deep interest in the research topic, so researcher involvement is very important to gain a more comprehensive understanding of the phenomenon being studied. This approach is very useful when researchers want to understand how individuals or groups give meaning to their experiences in complex and dynamic situations.

Data Source

1. Primary Data

Primary data is data obtained directly from the source, namely the individuals or groups who are the research subjects. In this research, primary data was collected through field observations and direct interviews with members of the organizations involved, namely SDN 2 Darmakradenan, including teachers and students. Data collection was done directly to obtain accurate and relevant information in accordance with the research objectives.

2. Secondary data

Secondary data is data that is not obtained directly from the original source, but through the pre-existing media or documents. This data is usually taken from various written sources such as reports, research results, articles in newspapers, magazines, or other scientific works. This secondary data acts as supporting material in this research and can be obtained in the form of printed or digital publications that have been compiled or stored in certain archives.

Data processing techniques

1. Interview

In this research, researchers conducted interviews by asking questions directly to the sources who were considered competent and relevant to the research topic. The interview process aims to obtain in-depth information from parties who have knowledge or experience related to the questions that have been prepared previously by the researcher. This interview is one of the main methods in collecting primary data, so that the results can provide a more specific view and are in line with the research focus.

2. Literature Study

Literature study is carried out by reviewing various literature, books, journals, articles and other written sources related to the research topic. Through literature study, researchers collect existing information and theories as a scientific basis, as well as to enrich insight and understanding related to the problem being studied. This method helps researchers understand the broader context of the problem and relate it to the research being conducted.

3. Documentation

The documentation process in this research was carried out by storing all data obtained in two forms of media, namely electronic media and print media. Data in electronic form is stored on digital storage devices such as flash disks for easy digital access and management. Apart from that, data is also printed in physical form or hard copy via print out. This documentation aims to ensure the security and completeness of data, as well as make it easier for researchers to carry out analysis and present research results. By using these two forms of storage, it is hoped that the data will be well maintained and can be accessed again when needed.

Previous Research

Research relevant to the title and topic in this research is based on a review of two scientific articles. These two articles were chosen because they are closely related to the problem under study, and can provide useful additional insights to support the analysis. , which provides theoretical insights as well as relevant empirical findings. The second article focuses on " enriching research perspectives with the latest data and analysis in the field. By utilizing these two articles, researchers can strengthen the theoretical foundation and methodology used in this research.

3. Results and Discussion

The School Literacy Movement (SLM) is a collaborative initiative involving various elements in the school environment, such as students, teachers, principals, education personnel, school supervisors, School Committees, and parents or guardians of students. SLM also involves external parties such as academics, publishers, mass media, community leaders, business actors, and other stakeholders, with coordination from the Directorate General of Primary and Secondary Education, Ministry of Education and Culture. This program was launched in 2015 as a follow-up to Permendikbud No. 23 of 2015 concerning "Development of Student Character". This initiative arose from the awareness of the low literacy rate of Indonesia's young generation, so that strategic efforts are needed to improve literacy skills through SLM. One of the main activities mandated in this regulation is reading for 15 minutes before learning begins, as an initial step in cultivating literacy among students.

Based on this legal basis, the School Literacy Movement was initiated and widely implemented in various types and levels of schools in Indonesia. One of the main activities is reading books for 15 minutes, which can be done silently or out loud, especially for students in the early grades of elementary school. In this reading activity, students are not required to finish one book at once, but can continue their reading the next day. The main focus is on creating a fun reading habit. Given that this movement is still in its early stages, it is also necessary to pay attention to the availability of sufficient reading materials in schools.

Based on the results of the research that has been conducted, there are several findings related to the revitalization of character education at the elementary school level through 15-minute reading literacy activities before learning. The first finding shows the existence of character education values that have been integrated through the Learning Implementation Plan (RPP) prepared by the class II teacher. This was obtained through documentation and observation studies during the teaching and learning process, which are summarized in Table 1 below.

Table 1. Integration of Character Education Values in Lesson Plans

No	Character Education Values	f	%
1	Religious	3	15%
2	Nasionalist	4	20%
3	Mutual cooperation	4	20%
4	Independent	6	30%
5	Literacy	2	10%
6	Integrity	1	5%
Total		20	100%

Source: Data processed.

From the research results, the character education values found include: independence 30%, nationalism and mutual cooperation 20% each, religious 15%, literacy 10%, and integrity 5%. Specifically for literacy values, the analysis shows that the implementation of the literacy movement has not been optimal, so more intensive guidance and implementation are needed. Furthermore, the learning methods applied by teachers in instilling character education in first grade I students at SDN 2 Darmakradenan, Ajibarang District, Banyumas Regency, can be seen in Table 2 below.

Table 2. Learning Methods Used by Teachers

No	Learning method	F	%
1	Speech	9	36%
2	Question and answer	6	24%
3	Task	4	16%
4	Games	4	16%
5	Discussion	2	8%
Total		25	100%

Source: Data processed.

Based on Table 2, it can be seen that in instilling character education in Class II, the method most often used by teachers is lecture (36%), followed by question and answer method (24%). Assignment and game methods each contributed 16%, while the discussion method was used by 8%. In addition, an analysis of several lesson plans prepared by class II teachers identified several shortcomings in the implementation of character education. These shortcomings are summarized and presented in Table 3.

Based on Table 3, there are several deficiencies identified in the implementation of character education in the lesson plan prepared by the second grade teacher. One of these deficiencies is that the values of character education are not fully stated in the lesson plan, especially in the learning activity table, which includes preliminary, core, and closing activities. Therefore, it is important to include and detail the values of character education that you want to instill in students. In addition, the strengthening of character education is also not clearly visible in the lesson plan.

Table 3. Deficiencies in The Lesson Plan Prepared by Teacher of The Second Grader

No	Deficiencies in The Lesson Plan Prepared by Teacher of The Second Grader	F	%
1	Literacy movement has not been optimal yet; it needs guidance and implementation	5	12,5

2	Character education values are included in the activity descriptions in the lesson plan	6	15
3	The students' names list who participate in teaching and learning activities and assesment result is attached to the lesson plan	6	15
4	Character education strengthening activities are not visible	6	15
5	The lesson plan does not reflect the literacy implementation activities	6	15
6	Social attitude indicators and competencies are not visible in the lesson plan	5	12,5
7	Indicators and competencies for religious attitudes are not visible in the lesson plan	5	12,5
8	The lesson plan is good, but it is necessary to improve students' ability to associate	1	2,5
Jumlah		40	100

Source: Data processed.

Furthermore, the results of the researcher's observations during the implementation of the instillation of character education values in morning literacy activities for all students and the teaching learning process in second grader of SDN 2 Darmakradenan, Ajibarang District, Banyumas Regency, are documented in the following images.

Figure 1. The documentation of morning literacy habituation before teaching learning process

Figure 2. The documentation of Duha prayer habituation

4. Conclusion

"Students' Character Development" is as a response to the low of literacy rate in Indonesia. One of the main activities is reading for 15 minutes before learning begins, which aims to foster reading habits among students.

This research shows that in its implementation, several educational character values, such as independence (30%), nationalism (20%), mutual cooperation (20%), religious (15%), literacy (10%), and integrity (5%), have been integrated into the lesson plan. However, the implementation of literacy still requires further guidance in order to be consistent optimally. In teaching methods, teachers use lectures (36%), questions and answers (24%), assignments (16%), games (16%), and discussions (8%) as a way to instill character education in students..

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