

Conference Paper

Character Education Through School Literacy Program in Elementary School

Wuri Wuryandani, Fathurrohman, and Suparlan

Department of Primary School Education, Yogyakarta State University

Abstract

This study aimed to explore the character education through the school literacy program in Elementary School. This research is motivated by the importance of character education, one of them was school literacy program in elementary school. This research was a descriptive research with qualitative approach. Research subjects were principals, teachers, school literacy teams, and students at Muhammadiyah Sapen Elementary School in Yogyakarta. Data collection techniques used in this study were observation, interview, and documentation. Technique of examination of data validity used triangulation. The analysis technique used inductive analysis technique, that is analysis which depart from data and boils down to general conclusions. The steps of data analysis include: data reduction, unitization and categorization, display data, and conclusions. The results showed that literacy activities at SD Muhammadiyah Sapen Yogyakarta had been implemented long before the government launched the school literacy program. Literacy activities at the school are implemented by maximizing collaboration between teachers and school librarians. Along with the school literacy movement program from the government, the school fix the literacy activities undertaken. School literacy movement activities conducted in 3 stages of habituation, development, and learning. In school literacy movement there are values of character that are grown the responsibility, discipline, appreciate achievement, confidence, creative, reading, and communicative.

Keywords: literacy; elementary school; character

Corresponding Author:

Wuri Wuryandani

Received: 2 May 2019

Accepted: 19 June 2019

Published: 3 July 2019

Publishing services provided by
Knowledge E

© Wuri Wuryandani et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ICMEd Conference Committee.

1. Introduction

Qualified humanity is the next generation of nation that is expected to play a role in the State of Indonesia. Successor generation of this nation must have the knowledge, attitude, and good skills. Education is a process to form students into the next generation of quality.

Based on the number of deviant behaviors in this present era, the character education becomes an important thing to do for the sake of the formation of good citizens. The hope through character education, deviant behavior that occurs among children, adolescents, and adults can be minimized. Similarly, the scope of the occurrence of

 OPEN ACCESS

deviant behavior can be reduced not to become wider. Primary school is an educational institution that lays the foundation of value for students to pursue the next level of education. Therefore, in elementary school, the students should not only develop the cognitive aspect, but also the affective and psychomotor aspects. Thus, hope later when students already have a good character, then in life they will always behave in accordance with the guidance of good character values.

Implementation of character education in schools in particular can be done through various means and media. One way that can be done through the school literacy program. This program in Indonesia called "Gerakan Literasi Sekolah" (GLS). Literacy is one of the important things that can be used to integrate character values. Literacy interpreted as language skills which is the basis for the development of literacy in various things. Relation to character education, then the content of literacy may be a variety of materials that can develop the character of students. So when students do literacy activities will get the message the value of characters in it.

2. Literature Review

Character focuses on human behavior that can be observed. This is in line with the opinion of Wynne (1991: 139) which explains that the character comes from the Greek meaning to mark and focus on the observable daily real behavior. Likewise Lickona (1991: 51) explains that the notion of character is related to three things, namely moral knowledge, moral feelings, and moral behavior. Thus shaping the character of human meaning must arrive at the formation of good behaviors that become daily habits. Good characters include good knowledge, good desires, and good habits of the mind, habits, and habits of action.

Good character can be formed through character education done in the family, school, and community. Character education is not the job of some people, but it is the responsibility of the three educational environments together. Parents, educators, religious institutions, youth organizations have a great responsibility to build character, values, and morals in the younger generation (Krischenbaum, 1995: 3).

Character education is a process to internalize the character's values to the students. Those values are positive values that will appeal to the student toward good behavior. Armed with strong values is expected in the future students will be easy to socialize with others around him.

School as one of the environments that affect the success of character education needs to create a moral environment that supports the achievement of good character

values that will be developed. The environment will gradually form a moral awareness of students to get used to thinking, feeling, and acting in accordance with moral values. This is where the development of the value of character can be achieved, that is where in learners already formed habituation to think, feel, and behave according to existing moral values.

One of the school programs that can be used as a way to develop the character of students is the movement of literacy. Literacy is one of the activity programs that can be used to develop character values when implemented based on character education. Multiliteration is interpreted as a skill using various ways to express and understand ideas and information using conventional text forms as well as innovative forms, symbols and multimedia. Text used in this literacy activity one of which can load the character values, so as to be able to develop the character of students through literacy activities.

Talking about literacy is not limited to reading and writing, but includes thinking skills using printed, visual, digital, and auditory sources of knowledge. This ability in the 21st century is known as information literacy. Clay (2001) and Ferguson in Kemdikbud (2016: 8-9) describe that the information literacy component consists of early literacy, basic literacy, library literacy, media literacy, technological literacy, and visual literacy.

Successful implementation of the literacy movement of the school of course depends on the strategy undertaken. Some strategies that can be done are 1) conditioning the literacy-friendly physical environment, 2) seeking social and affective environments as a model of communication and literacy interaction, and 3) seeking school as a literary academic environment. Implementation of school literacy movement conducted in 3 stages of habituation, development, and learning (Kemdikbud, 2016).

3. Material & Methodology

This research is a descriptive research with qualitative approach, because it intends to describe, reveal, and explain about character education through school literacy movement Muhammadiyah Sapen Elementary School in Yogyakarta. Research subjects are principals, teachers, librarians, and students at Muhammadiyah Sapen Elementary School in Yogyakarta. The choice of research subject is based on purposive technique. The hope through research subjects that have been selected can be obtained data related to character education through school literacy program in Muhammadiyah Sapen Elementary School in Yogyakarta. Considerations in the selection of research subjects that the people who selected as research subjects have a deep insight about

the problems studied in this research that is character education through the school literacy movement. Data collection techniques used in this study are observation, interviews, and documentation. To obtain data that can be accounted scientifically, then the data that has been collected in advance to check the validity. In this research, the technique of examining the validity of the data used is the method triangulation technique. Qualitative data analysis technique used in this research is inductive analysis technique, that is analysis which depart from data and boils down to general conclusions. The steps of data analysis include: data reduction, unitization and categorization, display data, and conclusions.

4. Results and Discussion

4.1. Result

Based on the data, the research shows that Muhammadiyah Sapen Elementary School in Yogyakarta is a school that has a great attention to school literacy movement. Literacy activities at this school have started long before the government officially implementation “Gerakan Literasi Sekolah” in 2013. The focus of attention of this school on literacy has been started since 2008. At that time literacy activities aimed at familiarize students to visit the school library.

Habituation visit to the library at the time was implemented so that students not only recognize learning merely in the classroom. In this case students are expected to understand that the library is not only interpreted as a place to store books, but where to use the book in support of the success of teaching and learning process. In addition, students can use the library as a comfortable place to learn, in addition to the class.

In the early days of the school literacy movement in 2008-2009, it was done by enabling classroom teachers to use reference books in the library to support classroom learning. This activity begins with a classroom teacher in this case identifies the basic competencies that will be achieved by students in the learning process. Furthermore, librarians will prepare the required books, and facilitate students in learning activities in the library. Not necessarily teachers and librarians let students do literacy activities by itself, but collaboration between classroom teachers, students and librarians at Muhammadiyah Sapen Elementary School in Yogyakarta is grown very well. Even librarians are involved to enter the class to provide understanding to students about literacy activities that will be done in the library. In this activity students are understood to carry out information literacy, find books in the catalog, using libraries, and write the

literature appropriately. When the government launched the school literacy movement in 2013, the school continued to organize literacy movements in previous years to become better and in line with the indicators of school literacy attainment. The seriousness of this school in implementing GLS in accordance with the government program is marked by the inclusion of GLS in one part of the school roadmap. In the roadmap of the school written that one that will be achieved Muhammadiyah Sapen Elementary School in Yogyakarta is literate school. The activities undertaken by others familiarize students with 15 minutes of reading, facilitating the book, changing the teacher's mindset to provide literacy space in the learning activities, forming the School Literacy Team.

Implementation of literacy at the school gained full support from the school, parents and community. One component of the school budget includes a component of funds for implementing literacy activities. The draft budget is communicated to parents, and the community through school committees, and foundations. Thus, funding support for the implementation of the school literacy movement is not only a matter of individual school decision. This is done so that the school literacy movement carried out in the school is socialized and gain support from all parties so that the achievement becomes more optimal.

Implementation of literacy in Muhammadiyah Sapen Elementary School in Yogyakarta not only aims to familiarize students to read, but also to foster the values of character in students. This is motivated because character education is one of the flagship program. Muhammadiyah Sapen Elementary in Yogyakarta School is a school that has a strong vision and mission to develop the character of learners. Implementation of school literacy movement carried out in three stages, namely habituation, development, and learning. At the habituation stage the literacy movement is done by familiarizing the students reading 15 minutes in the morning before the lesson begins. The 15 minute reading is done by teachers reading aloud a text or asking students to read their own reading in the reading corner or mini library of each class. A collection of reading corners or a mini library in the classroom is derived from a reading material of a student's laugh or collection from a school library. Literacy activity at this stage fosters reading, meticulous, sharing, and tolerance.

To support the implementation of the school literacy movement during the habituation phase, the schools provide literacy tools in all corners of the school that can be reached by the students. In the area around the school library is available a large collection of books with the support of a very comfortable reading facilities. In some other school rooms are also easily obtained literacy facilities both visual, and digital. At this stage of habituation of literacy activities there is no bill to be done students.

School literacy movement also developed in the second stage of development. Activity in the development stage does not vary much with habituation. It's just that at the development stage there is a bill in the form of non-academic appraisal conducted. One of the activities carried out is "Gebyar Literasi". In this activity students are asked to make poems, or stories that are then competed among the class. For students who produce the best work will get an award from the school. The purpose of these activities is to motivate students to develop themselves in terms of literacy. The value of characters grown is to appreciate achievement, creative, reading, communicative, and discipline.

Another activity in the development stage is by inviting students to watch short films whose duration is adjusted for each age of student development. Does not stop at the completion of the movie show, but continued with the students are asked to give feedback to the content of the story that has been watched. The response can be delivered either verbally or in writing. Usually the teacher will ask questions about the content of the movie that the students watch. In this activity is contained the character of responsibility, democracy, and curiosity.

Another development activity is to facilitate students to create pocket books resulting from the literacy movement. Each student is facilitated to read certain passages, then asked to pour in book one based on their own creativity. Various forms of student work are displayed in each classroom by the teacher. This activity aims to foster the character likes to read, creative, independent, confident, responsibility, and appreciate achievement.

Stage of school literacy movement is also carried out on learning. At this stage the literacy activity is accompanied by academic bills based on the applicable curriculum. The applicable curriculum is the 2013 curriculum, so the academic bill that becomes the benchmark is based on the achievements of the basic competence of the entire learning content. At this stage the teacher will provide literacy activities tailored to the basic competencies to be achieved, so that at the end of literacy activities aka tone measurement of the basic competence. Literacy activities carried out by utilizing libraries in libraries, school areas, and other visual or electronic means that exist in the school environment. in addition, not infrequently students are given the activity to look for reading material from other books or magazines. These activities are conducted to foster the character of reading, creative, communicative, disciplined, confidence, and responsibility.

Reading characters can be seen when students have a habit of providing time to read the different types of readings available. This activity is conditioned by classroom teachers. In activities in the classroom, this reading activity is done by motivating

students to finish their class assignments immediately. For students who are finished first will have the opportunity to read reading materials in the corner reading longer. Students also have the opportunity to choose the different types of readings available.

The growth of creative character in the school literacy movement program emerges where students are encouraged to be able to create innovative works after they carry out the literacy activities. Activities after the children's literacy is composing mini dictionary, poetry, and mini book. In this activity the creativity of children develop in various forms. Teachers only provide signs that must exist, for the form and design submitted to the students.

Communicative characters in literacy activities grow when students have to engage in brainstorming activities with other students about the content of the reading. Not infrequently teachers ask students to tell the contents of reading to other students orally. The communicative character also grows through discussion activities on various matters relating to the literacy product that each student will create. Literacy activities encourage students to be more active in talking with teachers and other students. Some teachers also encourage communicative characters through the presentation of results of literacy activities conducted by students.

The development of the character of discipline through literacy activities arises when students obey the agreed rules of the game. For example, students may read different types of reading if they have completed the task of the teacher. Once completed, students must be disciplined to return the book to its place. Discipline characters also appear when students should not be crowded to read, they simply read in the heart.

Another character that grows through the activity of literacy is self-confidence. Students are trained to believe in self-efficacy which is demonstrated through a variety of behaviors. As the findings in this study are confident to make presentations, make poetry, recite poetry, decorate a booklet, compile a mini dictionary, and so forth. Through literacy activities students become more confident that each has the potential that can develop.

Based on the findings of the above research, it can be concluded that the school literacy movement program in Muhammadiyah Sapen Elementary School in Yogyakarta is able to grow the values of student character. Kegiatan literasi done through 3 stages, namely habituation, development, and learning. In implementing the program teachers work with school librarians. Stages of literacy activities carried out based on the signs that the school literacy movement from the government. Character values that develop through the literacy movement in the school is a fond of reading, discipline, responsibility, confidence, appreciate achievement, creative, and communicative.

4.2. Discussion

School Literacy Movement is an important activity undertaken. Literacy activity is not only interpreted as an activity to read only, but more to students understand about the content of reading. Through an understanding of the content of the reading, students will understand about the message contained in it. Thus the message content of text or other media is delivered to students. Based on data of research result indicate that activity in literacy can be used for many things, one of them instill character values. In practice, literacy in schools is done in 3 (three) stages namely habituation, development, and learning. All three can be used as a medium for teachers to grow the character values to students. The values of character that grow through the literacy activities are discipline, responsibility, creative, confident, reading, and appreciate achievement.

Literacy programs proclaimed by the government, then implemented in schools including in this case primary school is not without reason. One of the underlying reasons is the concern that reading activities in today's era are often unbeatable with other activities more appealing to students. The results of Francois's research (2012: 580) show data that schools are not able to support the development of reading students adequately. Therefore, reading habits should be pursued at various levels and school environments. Primary school is one of them.

Implementation of school literacy movement in elementary school is not only done in Indonesia. Based on the results of the Ioannidou (2015: 177) study it is explained that literacy practices have been conducted in the early classes in Greece. These findings suggest that literacy-based teaching practices have been conducted for the 5-year age group 9 months to 9 years 9 months. If converted to primary school age in Indonesia it will be equivalent to grade 1 to 3 students. This group goes into low grade elementary school. The literacy practice undertaken affects the comprehension of literacy in the class. This means that the ability of students to understand text reading better with the practice of literacy. Of course the elementary school policy in implementing the school literacy movement hopes also for the level of students' understanding of various types of literacy media, both digital and text reading for the better. Thus the students are able to understand the messages that exist in the various types of reading he reads.

Furthermore Francois suggested that to carry out literacy activities need to provide time, space, teachers, and leaders that support student reading activities. This is in line with the opinion submitted by Kemdikbud (2016) that one of the supporters of successful literacy activities is the creation of a literary school climate. The literate school environment has been implemented in elementary schools based on indicators

of literacy activities set by the government. This is manifested in the form of reading habituation of 15 minutes, appreciation of literacy activities through "Gebyar Literasi" activities, provision of reading corner, literacy facilities that are not only text, but also digital, as well as optimizing the role of the library. Relation to character education, literacy activities will be able to grow the character of students if the text or other literacy text messages have a charge of character value that would be implanted to students. Many media can be used in literacy activities at school. One of the media used is digital. In the era of technological advances like today's digital media widely used in various aspects of life, even in literacy activities. This is in accordance with the opinion of Koltay (2011: 211) that in the digital era of awareness about the use of digital media is very important to do. Examples of digital media that can be used are films that have a character value.

Character education through literacy activities intended for various media of literacy about the values of the used character can be understood so as to stimulate students to be manifested in the form of behavior. Perryl & Homan (2015: 422) explains that the world of literacy that is implemented in the form of reading and writing activities can be used to stimulate students to be able to face problems, entertainment, related to spiritual or religious life. Speaking of character issues is certainly inseparable from the moral terms associated with good behavior. It is also related to the spiritual life of man

Another reason for the implementation of character education through literacy activity is based on Yua's opinion, ect. (2011: 452) which explains that there is a positive correlation between knowledge with practice, and between knowledge and attitude. Research conducted Yua is associated with health literacy. This certainly does not close the possibility made a breakthrough for schools in carrying out character education through literacy. Why is that? Because in character education also requires a correlation between knowledge, attitude and behavior. Through the media of literacy students are expected to gain knowledge on which they base to behave and behave in accordance with the understood.

Character education done by the school hopes to the formation of student behavior. This is based on the opinion of Lickona (1991) that the components of good characters include moral knowing, moral feeling, and moral action. In the moral component knowing students developed in the realm of knowledge about the values of school programmed characters. Next on the moral feeling component, students grow their moral feelings towards the problems related to character values. Armed with moral knowing and moral feeling is good, students are expected to develop optimally on moral action. In this component the success of character education can be seen from the moral behavior

shown by the daily students. In the moral action component that needs to be noticed that good behavior becomes a willingness, ability, and ordinary. This means that good behavior is continuously carried out according to the stages of student development.

Associated with character education that has to arrive at the behavior of the everyday student, Wynne (1991: 139) explains that the character comes from the Greek word meaning to mark and focuses on the observable daily real behavior. It can be interpreted that successful character education is not only limited to the development of knowledge about the good things, but to familiarize the students behave well.

Based on the above study, character education through literacy activities in primary schools is appropriate. Not just to cultivate reading habits in students, or understanding the content of reading but many things that can be developed. Good behavior can be trained through literacy activities. In the implementation of the school needs to determine a policy program that supports the success of the school literacy movement. This school policy will be optimally implemented if socialized to all school residents including school committee and parents.

5. Conclusion

Based on the research data and supporting theories, it can be concluded that literacy activities can be used as one way to foster the character of elementary school students. In the implementation is done through 3 stages of habituation, development, and learning. Each stage of literacy has differences, among other things in the case of bills. At the stage of habituation of literacy activities conducted to familiarize students enjoy reading, visit the library. As for the development stage, there is a bill in the form of non-academic appraisal. This means that the assessment of literacy activities is not based on the school curriculum. In the third stage, the learning of assessment is done on the basis of the school curriculum. As long as the literacy activities are adjusted to the basic competencies to be achieved in the learning activities. Character values that can be grown through literacy activities are avid readers, discipline, responsibility, creative, confident, respectful of achievement, cooperation, democracy, and curiosity.

References

- [1] Francois, C. 2012. Getting at the Core of Literacy Improvement: A Case Study of an Urban Secondary School. *Education and Urban Society*. Vol. 46(5), pp. 580 –605.

- [2] Ioannidou, E. 2015. Critical literacy in the first year of primary school: some insights from Greek Cypriot classrooms. *Journal of Early Childhood Literacy*. Vol. 15(2), pp. 177–202. s
- [3] Kemdikbud. 2016. *Desain Induk Gerakan Literasi Sekolah*. Jakarta: Direktorat Jenderal Pendidikan Dasar Dan Menengah Kementerian Pendidikan Dan Kebudayaan
- [4] Kemendiknas. 2010. *Desain induk pendidikan karakter*. Jakarta: Kemendiknas.
- [5] Koltay, T. 2011. The media and the literacies: media literacy, information literacy, digital literacy. *Media, Culture & Society*. No. 33(2), pp. 211 –221.
- [6] Kirschenbaum, H. (1995). *100 ways to enhance values and morality in schools and youth setting*. London: Allyn and Bacon.
- [7] Lickona, T. 1991. *Educating for character*. New York: Bantam Books.
- [8] Perry, K.H., & Homan, A. 2015. “What I Feel in My Heart”: Literacy Practices of and for the Self Among Adults With Limited or No Schooling. *Journal of Literacy Research*, Vol. 46 (4), pp. 422 –454.
- [9] Wynne, E. A. 1991. Character and Academics in The Elementary School. Dalam Benninga J.S. (Penyunting). *Moral, character, and civic education in the elementary school*. New York: Teachers College, Columbia University.
- [10] Yua, X., ect. 2011. Study on student health literacy gained through health education in elementary and middle schools in China. *Health Education Journal*. Vol. 71(4), pp. 452 –460.