



Habituation of the Character of Enjoying Reading Through the School Literacy Movement Program in the Lower Grades of Elementary Schools

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Abstract: This study aims to describe the implementation of character education fond of reading through the school literacy program for students at SDIT Muhammadiyah Al Kautsar, Kartasura. This study used a descriptive qualitative method with a phenomenological approach. The research subjects were the grade II teacher, the Library Division, and the Vice Principal for Student Affairs. This research instrument used Human Instrument, where this qualitative research determined the focus of research, selected information as data sources, conducts data collection, assessed qualitative data, analyzes data, interpreted data, and made conclusion based on its findings. In qualitative research, besides acting as the main instrument, researchers also used data collection techniques, including observation, interviews, and documentation. The results of this study showed that the application of the character of fond of reading in the School Literacy Movement program was carried out every day during school hours by reading books for 10-15 minutes of reading, then making a core of the task read after that telling or presenting it back. To support school literacy activities, facilities, and infrastructure in the form of reading corners located in classrooms, as well as literacy cards to record the results of students' independent reading, were provided. Meanwhile, students' reading interest at SDIT Muhammadiyah Al Kautsar Kartasura was known through the Literacy Card for student visits to the library. The implementation of literacy classes was related to increasing students' interest in reading because students can take the time to read a little to fulfill literacy cards. If the application of this love of reading can run well and regularly, the student's interest in reading will also increase.

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Introduction

The Elementary School Education Level is a foundation that forms students to have good habits because the Elementary School Education level is the basis for going to the Secondary Education level (Pujiati et al., 2022). The character of liking to read is one of the essential characteristics to support the progress of the Indonesian nation. Most developed countries have a culture of fondness for reading. Based on a survey regarding the level of national literacy in the world, which was attended by 61 countries, it was noted that in developed countries such as Finland and Norway, literacy levels were ranked 1st and second. At the same time, other developed countries were also very influential in the world, such as America, Germany, and the UK, ranked seventh, eighth, and 18th (Wiratsiwi, 2020). Obstacles often encountered in cultivating the character of liking to read include lack of intention, lack of motivation obtained, some books that have yet to be labeled, and school teachers who do not give directions to students regarding suggestions to students. When



completing the reading, it is better to write down the results or essence of the assignment in the notebook.

The program for implementing the character of a fond of reading aims to enable students to become people who enjoy reading or enjoy reading. Therefore, it is necessary to apply an indicator to determine its success. Enjoying reading at school can be successful if it meets the hands. Indicators of success in implementing the character of a love of reading for students include using the library as a learning resource (Priasti & Suyatno, 2021). Character education has also been carried out in schools through literacy and implemented in learning. By measuring the quality of education, we can see an accurate portrait of the nation because it is the education aspect that determines a person's future through literacy applied in schools.

Character education at this time is a good solution for the development of students to become ideal human beings. Character education aims to instill the character of a nation as a whole. Both from cognitive, affective, and psychomotor skills. Meanwhile, education in Indonesia seeks to develop students' potential to become human beings who believe in and fear God Almighty (Januar Mahardhani et al., 2021). Have noble character, be healthy, knowledgeable, capable, creative, independent, and responsible, and be a democratic citizen. As well as, the goals and functions of national education contain the substance, meaning that education is now directed at based education that builds the character of students (Hariandi et al., 2020).

Love to read is one of the character educations currently in the spotlight among educators. Considering the results of the reading comprehension test-launched (Progress in International Reading Literacy (PIRLS) in 2011), Indonesian elementary school (SD) students were only ranked 45th out of 48 participating countries (Geske & Ozola, n.d.). In 2012 the Program for International Student Assessment (PISA) released data regarding a ranking of high school students in Indonesia, ranked 64 out of 65 participating countries. The data proves that students' reading skills in Indonesia are still relatively low (Puspasari & Dafit, 2021). The School Literacy Movement's goal is to develop Moral Character in students through cultivating the literacy ecosystem in schools embodied in the School Literacy Movement so that students become lifelong students (Dus Arifian, 2019). All students must carry out the school literacy movement to expand student knowledge. According to Tarigan (Titik et al., n.d.) Reading is a process carried out to get a message in the reading, which will be conveyed using written words. The School Literacy Movement for students is an activity designed so that students will be proficient in reading and able to understand the contents of the assignment.

A person's low interest in reading can negatively impact himself and the surrounding community (Saputri et al., n.d.). Revealed that low interest in reading can hurt individuals, such as a lack of mastery in a field of science, resulting in decreased achievement, especially for students. While the destructive impact that can be caused to the nation as in global competition between countries will always be left behind by other countries (Hartoyo Program Studi Magister Pendidikan Guru Sekolah Dasar FKIP Untan Pontianak, n.d.), educational institutions are required to become an agent in improving the character of the fondness for reading in students, especially elementary school students. The literacy program is one of the programs launched by the government to enhance students' feeling of liking to read. Students at all elementary school levels can carry out one of these reading literacy activities to improve their reading skills. Especially for grades I and II, where most of them need help with spelling or reading correctly



Research conducted by Toding et al (2016). This study aimed to describe the interest in beginning reading with picture stories in grade 1 SDN Purwantoro 6 Malang City. Research conducted by previous researchers is almost the same as the research conducted by the researcher, namely studying students' interest in reading. The difference lies in the method used to increase reading interest and research subjects. Researchers use the School Literacy Movement (GLS) method by reading non-lesson books for 15 minutes before learning takes place and lessons for 15 minutes before learning takes place. It is done to increase students' interest in reading, while the method used by previous researchers is using illustrated stories. by previous researchers is picture stories. The research subject was conducted by low-grade students, while the research subjects conducted by previous researchers were only grade 1 students.

In Mitasari's research (2016), this study aims to determine the role of literacy activities, obstacles in increasing upper-grade students' interest in reading and writing, and efforts to overcome obstacles to literacy activities to increase upper-grade students' interest in reading and writing. The results of this study are based on the data collected, then described and analyzed. The author can conclude that literacy activities at SDN Gumpang 1 motivate students to like reading and writing activities. motivate students to enjoy literacy activities. Increase the interest of lower-level students in reading and writing through literacy activities, including discipline through literacy activities, such as student habituation, interest, and teacher practices. The teacher's and the school's methods increase students' interest in reading and writing through literacy activities. Reading and writing of upper-grade students through literacy activities areools always provide socialization about literacy activities, introduce the importance of fostering interest, and hold competitions as a forum for students to actively participate. students to actively participate. Research conducted by Lailah Zumrahtin (2019), this study aims to find out how the implementation of the School Literacy Movement program and to find out the reading skills of students at Aisyiyah Taman Harapan Curup Elementary School. The results of this study are the school literacy activity program implemented at Aisyiyah Primary School. Aisyiyah Unggulan Elementary School follows the regulation of the minister of education and culture number 23 of 2015. One of the activities in the movement is the 15-minute activity of reading non-subject books 15 minutes before lessons; this activity is carried out regularly every day.

Based on the previous studies above, there are differences between this research and previous research. There are similarities in previous studies with researchers, namely, discussing literacy. This study also has differences in the research focus between researchers and previous studies. For this reason, in this study, there is no plagiarism between researchers and previous studies. Researchers want to compare and develop a literacy movement from previous research in this study. In previous studies conducted in various cities such as Cilacap, Gumpang, and Ponorogo, researchers chose SDIT Muhammadiyah Al Kautsar Kartasura as a place for research. This research is in line with a reference that shows that this research topic is exciting and used as research. But it has nothing in common with the research that has been done, so it can add to the discussion about the application of character education for reading through the school literacy movement. This research is also in line with Andrejs' research entitled Factors Influencing Reading Literacy At The Primary School Level (Geske & Ozola, n.d.). They explain that students who are high achievers in reading usually like to read for their pleasure and come from families and neighborhoods to spend a lot of time reading. In family education, parents especially play a significant role in increasing children's interest in reading, for example, by reading books to their children at home. Sania



Awais's research, 2013 entitled The Reading Preference of Primary School Children In Lahore. This concludes that children prefer to read printouts that are published locally (Awais & Ameen, 2013).

The reality of literacy research needs more attention in structured learning activities in schools. Literacy education should be carried out using an integrated learning system on knowledge management that aims to guide learners to achieve knowledge understanding so that later it can lead to consistency in attitudes & behavior (Salim et al., 2020). As one of the Integrated Islamic Primary Education Institutions in Indonesia located on Jl, it is one of the elementary schools that also runs the School Literacy Movement (GLS) by government regulations. In addition, the government also recommends that the School Literacy Movement at SDIT Muhammadiyah Al Kautsar Kartasura is a school program aiming to improve literacy skills, especially reading literacy in students. With the implementation of the elementary school literacy program at SDIT Muhammadiyah Al Kautsar Kartasura and the supporting facilities, it can foster the character of fondness for reading in students. This condition can be seen through the excellent ability of most students to answer questions and fill their free time by reading when waiting for the teacher's arrival.

This research aims to describe the implementation of character education fond of reading through the school literacy program for students at SDIT Muhammadiyah Al Kautsar, Kartasura. This study's results can provide scientific insights to position holders, education practitioners, and especially teachers in elementary schools in implementing the LIteration program to realize and build a character fond of reading through the School Literacy Movement in students (Januar Mahardhani et al., 2021).

Research Method

This type of research used descriptive qualitative research using a phenomenological approach. According to Bogdan dan Taylor Dalam, (Hanum et al., 2015) *qualitative methodology* is a research procedure in which the resulting data is descriptive and intended in written sentences. The information obtained was also oral procedures or collecting data through observation, interviews, and documentation. Researchers interviewed Lower Grade Teachers, the Library Division, and the Deputy Principal for Student Affairs. Data collection techniques in qualitative research were carried out in natural conditions, primary data sources, and more on observation, in-depth interviews, and documentation. Therefore, the data collection techniques used in this study were observation, discussions, and documentation (Kaharuddin, n.d.). Interviews were also assisted by a research guideline so that later the discussions were more directed. Likewise, observation and documentation referred to the observation and documentation guidelines made beforehand. The data analysis technique was used to process data and information from the field to become a theory through data reduction, Data, and conclusion/withdrawal of data (Rijal Fadli, 2021).

Results and Discussion

Based on the research results at SDIT Muhammadiyah AL Kautsar Kartasura, researchers focused on activities to increase students' interest in reading to support the implementation of the school literacy movement for students. Actions implemented by researchers, such as 15 minutes of reading before starting teaching and learning activities, to improve the quality of literacy culture so that it can run well and improve the quality of education through facilities and infrastructure for support that has been provided (Titik et al., n.d.). According to (Muhammad et al., 2020), School Literacy Movement (GLS) has three



stages, namely the habituation stage, the development stage, and the learning stage, as follows:

1) Implementation of the School Literacy Movement (GLS) at the Habituation stage

a) Literacy Skills

Table 1. Literacy Proficiency

Level	Communication	Critical Thinking
Low Grade	Articulate empathy for the storyteller	Separating fact from fiction

Source: Literacy Proficiency Table at the habituation stage (Utama et al, 2016)

b) Focus and principles of activities in the familiarization stage

Table 2. Activity focus and principles

Level	Tune in	Reading	focus of activity	type of reading	facilities and infrastructure
Low Grade	Listening to stories to cultivate empathy	Recognize and make inferences, and predictions to images	Read books aloud or read books silently	Picture story books, books without text (<i>Wordless Picture books</i>), books with simple text, as well as fiction or nonfiction	Class book corner, library, and reading area

Source: Literacy Proficiency Table at the habituation stage (Utama et al, 2016)

c) Principles of Reading Activities

The principles in reading activities are as follows: (1) Books that are read/read are reading books, not textbooks; (2) Books that are read/read are books that are of interest to learners. Learners are allowed to read books that (3) Book reading/reading activities in this habituation stage are not followed by the tasks of memorizing stories, writing and synopsis (4) Book reading/reading activities in this habituation stage can be followed by informal discussions about the books read/read, or fun activities related to the books read if time permits. Responses in these discussions and follow-up activities are not assessed/evaluated; (5) Book reading/reading activities at this habituation stage take place in a relaxed and fun atmosphere. The teacher greets learners and tells stories before reading the book and asking them to read the book (Hartoyo, n.d.)

D) Reading activities and literacy-rich environmental arrangements at the habituation stage

Reading activities and structuring a literacy-rich environment at the habituation stage are as follows: (1) Reading story/enrichment books for 15 minutes before the lesson starts; (2) Enriching the reading collection to support the 15-minute reading activity; (3) Enabling the school's physical environment through the utilization of school facilities and infrastructure, including the library, classroom book corners, reading areas, school gardens, canteens, and UKS; (4) Involving the community outside the school in the 15-minute reading activity and the development of literacy facilities, as well as procuring books for the library collection and classroom book corners; (5) Choosing good reading books (Sdn et al., n.d.).



Activity steps in the habituation stage :

- 1). Reading 15 minutes before learning begins reading activities 10-15 minutes before learning, which can be done by reading aloud and silently.
- 2). Organize literacy-rich environment facilities and services. Literacy facilities include the school library, classroom reading corners, and reading areas. Developing and organizing the library is important to implementing the primary literacy movement and reading-based knowledge management. The primary school library should ideally play a role in coordinating the management of classroom reading corners, reading areas, and other literacy infrastructure in primary schools.
- 3). Creating a text-rich environment to foster literacy in the school environment, classrooms need to be enriched with text-rich materials
- 4). Public involvement and the development of literacy facilities require adequate resources. The participation of school committees, parents, and some alumni who can help maintain and develop school facilities so that learners' literacy achievement can continue to be improved. With the involvement of more and more parties, learners can learn from diverse literacy role models.

2) Implementation of the School Literacy Movement (GLS) at the development stage

a) literacy skills at the development stage

Table 3. Literacy Skill

Level	Tune in	Reading	Speaking	Writing	Selecting Information
Low Grade	Listening to stories to foster empathy	Spell sentences and understand words in simple stories Reading pictures to understand the story	Answer questions about the characters and events in the story	Storytelling through pictures or simple words/sentences	Identify the main character and plot of a simple story

Source: Literacy Proficiency Table at the habituation stage (Utama et al, 2016)

b) The focus of literacy activities in the development stage

Table 4. focus on literacy activities

Level	Focus of Literacy Activity	Media
Low Grade	The teacher reads aloud the interactive The teacher guides the child to read the picture book (<i>Guided reading</i>) The teacher reads the picture book with the learners (<i>Share reading</i>) <i>Independent reading</i> Learners draw characters or events in the story, or write some words in the story	Picture storybook Large picture storybook (<i>Big book</i>)

Source: Literacy Proficiency Table at the habituation stage (Utama et al, 2016)



c) Principles of activities at the development stage

The principles of activities at the development stage are as follows: (1) Books that are read/read are books other than textbooks; (2) Books that are read/read are books that interest learners. Learners are allowed to read books brought from home; (3) Book reading/reading activities at this stage can be followed by drawing, writing, craft, movement, and role art tasks to respond to the reading that is adjusted to the level and ability of the learners; (4) Assessment of learners' responses to reading is non-academic and focuses on the attitude of learners in the activity. Learner feedback and comments on learners' work motivate them; (5) Reading/reading activities take place in a fun atmosphere (Al-bidayah, n.d.).

d) Library and reading corner utilization in schools at the development stage

Using school libraries and reading corners aims to improve students' library literacy skills. Library literacy skills include (1) Knowledge of the function of the library as a source of knowledge and a collection of useful and entertaining information; (2) Ability to choose library materials according to level and independent reading interests; (3) Knowledge of library materials as a product of writing created through a creative process; (4) Knowledge of the ethics of borrowing library materials and activities in the library (Dafit & Ramadan, 2020).

e) Activity steps in the development stage

1). Use methods in reading to increase learners' interest in reading, such as interactive read-aloud, integrated reading, shared reading, and independent reading.

2). choosing fiction and non-fiction enrichment books

3). Discussing stories, in addition to improving understanding of the reading, the activity of discussing stories helps learners to be able to analyze story elements. The story elements analyzed include the topic/theme of the story, story characters, and storyline.

4). Make notes about the book that has been read, for example, the title of the book, the name of the character, and the name of the learner, and tell about the similarities between the character in the reading and the reader.

3. Implementation of the School Literacy Movement (GLS) at the learning stage

a) Literacy skills at the learning stage

Literacy activities at the learning stage improve receptive (reading and listening) and active (speaking and writing) language skills which are explained in detail in the context of the two main activities at this stage, namely reading and writing. Reading and writing skills are scaffolded so that improving skills in the four language areas (reading, listening, speaking, and writing) is measurable and sustainable (Pendidikan & Konseling, n.d.).

1) Elementary reading level

Table 5. Elementary reading level

Level	Ability Group	Ability
Lower primary emergent readers	Phonetic Ability	Can identify letter sounds Cannot spell the letters yet
	Vocabulary comprehension	Understand some words
	Understanding of grammar	Understand the meaning of intonation when a story is read
	Ability to use context to comprehend reading	Can give responses that show understanding (nodding, eyes



		following the reader's hand gestures, etc.) Can give responses that show understanding (nodding, eyes following the reader's hand gestures)
	Reading behavior	listened well during the time that was read.
Beginner readers of lower and upper elementary grades	Phonetic ability	Can spell some combinations of letters (consonant + vocal/KV) independently
		Can spell other letter combinations with the help
	Vocabulary comprehension	Understand most of the words read with or without help
	Grammar understanding	Understand the function of period, comma, and question marks
	Ability to use context	Able to use illustrations to understand reading
	Ability to interpret and respond to reading	Can answer almost all questions related to the reading
	Reading behavior	Listens and listens the whole time when reading with guidance/reading aloud

Source: Literacy Proficiency Table at the habituation stage (Utama et al, 2016)

b) Focus on Literacy Activities at the learning stage

Activities that can be done in the learning stage include the following: (1) Teachers look for teaching methods that are effective in developing learners' literacy skills; (2) Teachers develop their own lesson plans by utilizing various media and teaching materials; (3) Teachers implement learning by maximizing the use of literacy facilities and infrastructure to facilitate learning; (4) Teachers develop their own lesson plans by utilizing various media and teaching materials. apply various reading strategies (reading books aloud, integrated reading, shared reading) to improve students' understanding of learning materials at school. (Hariandi et al., 2020).

c) Activity Principles at the learning stage

The principles of activities at the learning stage are as follows: (1) Reading activities are adapted to the literacy skills (level of reading and writing skills) of learners and the purpose of reading activities; (2) Reading activities are varied by providing a balanced portion for reading aloud, independent reading, integrated reading, and shared reading; (3) Teachers utilize fiction and nonfiction enrichment books to enrich learners' understanding of teaching materials and textbooks; (4) Teaching focuses on the process rather than the outcome. Learners share and discuss their work drafts to get feedback from teachers and friends; (5) Reading response activities consider learners' multiple intelligences and diverse learning styles; (6) Teachers model and mentor learners.

d) Activity steps in the learning stage

1). The strategies for reading textbooks are the same as those for understanding enrichment books: reading aloud, integrated reading, shared reading, and independent reading.

- 2). Selecting enrichment books for learning
- 3). Writing notes in response to reading (enrichment book/textbook)

Of the several stages in the School Literacy Movement (GLS), namely, the habituation, development, and learning stages have their respective objectives. The habituation stage aims to foster students' interest in reading and reading activities. The purpose of the development stage is to maintain interest in reading and reading activities and improve students' reading fluency and comprehension. The learning stage aims to maintain learners' interest in reading and reading activities and improve learners' literacy skills through enrichment books and textbooks. For this reason, each stage in the School Literacy Movement (GLS) is very related and must be done so that the objectives of this movement can be achieved (Pujiati et al., 2022). learning stage, among others as follows:



(a)



(b)

The photo above is a book reading activity during recess: (a) the first photo of the lower grade students shows the activity of reading the book that has been chosen by the students and given about 5-10 minutes; (b) the second photo of the students are free to write from the reading books that have been selected.

Table 1. Activity description 10 - 15 minutes of the school literacy movement

No	Activity Details	Time Allocation
1	Student Choosing a Reading Book	2 Minutes
2	Students Read Reading Books	10 Minutes
3	Optional Activities <ol style="list-style-type: none"> a. Students retell the content of the reading book to their neighbor. b. Students write the reading results on the literacy paper that has been distributed by their class teacher c. Students carry out activities to increase their interest in reading 	5 Minutes

The understanding of informants at SDIT Muhammadiyah Al Kautsar, Kartasura, regarding the definition of GLS is related to the habituation of reading in schools so that student's interest in reading becomes high. The school, so that the interest of the students to read becomes high. Concerning the understanding of the purpose of GLS, which is to familiarize students with homework and also to increase the interest of students for reading. The supporting factors of GLS at SDIT Muhammadiyah Al Kautsar are the motivation of the principal to the teachers to run GLS consistently. GLS consistently, the enthusiasm of the teachers in carrying out GLS activities, and school participation. The lower grade reading corner is from grades I, II, and III, located at the back of the class, while grades IV, V, and VI are at the front of the course. Facilities. The facilities in the reading corner are tables similar in shape to student desks in class, and there are also shelves and cabinets, and in category IV,



there are shelves and book files. Fiction and nonfiction reading materials were in types I and III at SDIT Muhammadiyah Al Kautsar.

The inhibiting factor encountered at SDIT Muhammadiyah Al Kautsar, Kartasura, is the need for more enthusiasm when implementing GLS. Reading spirit of students in the lower grades, then the school is challenging to increase the level of activities, teachers are less focused on carrying out these activities and lack coaching. The efforts to overcome the inhibiting factors at SDIT Muhammadiyah Al Kautsar are to increase interest in reading by maximizing reading time outside of pre-learning activities and giving school assignments. They are learning activities and giving school assignments that require students to read a lot, discussion, or collaboration with other schools related to GLS activities and performance. Other schools related to GLS activities and performance, deliberating when encountering difficulties in carrying out GLS activities and communicating with the district education office regarding coaching. Communicate with the library division regarding guidance related to GLS (Puspasari & Dafit, 2021).

Based on the research results with qualitative methods with a phenomenological approach through data collection techniques in the form of observation, interview guidelines, and documentation guidelines on the habituation of GLS inside and outside the classroom. SDIT Muhammadiyah Al Kautsar Kartasura has several GLS programs, such as reading 15 minutes and carrying out book exchanges between classes. In implementing literacy, SDIT Muhammadiyah AL Kautsar Kartasura also provides facilities and infrastructure for literacy activities such as reading corners and making.

Literacy activities are carried out routinely after praying. GLS habituation activities in the SDIT Muhammadiyah Al Kautsar Kartasura classroom are 15 minutes of reading non-lesson books such as fiction and non-fiction books before learning activities begin. Reading activities are carried out by reading aloud or reading silently. To increase the variety of reading books in the classroom reading corner, the teacher directs students to carry out reading book exchanges between classes (Muhammad et al., 2020). In the classrooms, there are reading corners arranged as attractively as possible. In setting the literacy facilities, the school involves parents. The aim is to create a classroom atmosphere that is comfortable, interesting, and fun for students so that it can foster interest in reading in students (Ambarwati, n.d.). The classroom reading corner is equipped with various reading books that are used as reading resources for students in reading. Reading books are neatly arranged according to the theme or title to make it easier for students to choose the book they want.

Implementing the reading literacy movement can be interpreted as a series of activities by students to achieve reading skills, namely having a better understanding of reading (Jaiman Madu et al., 2022). At the beginning of the implementation of the reading literacy movement, there was enthusiastic support from students. In the middle of the journey into the following year, enthusiasm declined towards the reading literacy movement, so the school had a strategy to restore student enthusiasm for the reading literacy movement by organizing a flash reading habituation event and facilitating students by building a school literacy garden. The facilities provided by the school greatly support the growth of interest in reading. (Putri Bungsu & Dafit, 2021). In this case, interest in reading is fundamental to developing students' literacy skills. Discussion activities positively affect literacy activist students who aim to think critically and process communication creatively. Rewards in the form of novel books motivate students to increase their interest in reading. To increase their interest in reading.



The learning phase is the final step in implementing the literacy program. As the last step, the learning phase is an in-depth effort to embed the implementation of the literacy program. In this learning phase, there are two strategies: the performance of learning with various literacy strategies and the pursuit of schools as literate academic environments through professional development on literacy for educators in schools. Schools need to organize various activities to build interest in reading and improve literacy skills through enrichment books and textbooks in this phase. For example, activities to foster reading skills, write stories, and integrate literacy activities in the learning stages (Ideyani Vita et al., 2020).

Conclusion

This research showed that the application of the character of fond of reading in the School Literacy Movement program was carried out daily during school hours by reading books for 10-15 minutes, then making a core of the task read after that, telling, or presenting it back. To support school literacy activities, facilities, and infrastructure in the form of reading corners located in classrooms, as well as literacy cards to record the results of students' independent reading, are provided. Meanwhile, students' reading interest at SDIT Muhammadiyah Al Kautsar Kartasura is known through the Literacy Card for student visits to the library. The implementation of literacy classes is related to increasing students' interest in reading because students can take the time to read a little to fulfill literacy cards. If the application of this love of reading can run well and regularly, the student's interest in reading will also increase.

Recommendation

Based on the findings, it is suggested to the school principal the importance of the school literacy movement program in improving the character of students' love of reading. The literacy movement must be implemented regularly using procedures such as habituation, then expanded through reading corners in each class and beginning with the learning phase to succeed. In addition, principals are also directed to improve the competence of teachers, prepare facilities and infrastructure, and create a literate school environment.

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