School Literacy Movements to Build Character Students in the 21st-Century Education

Bambang Wijayadikusumah[✉][1]

[1] Primary Education Study Program, Universitas Pendidikan Indonesia, Bandung, Indonesia

✉ Bambangwidjayas@gmail.com

Abstract. Literacy in Indonesia is still low. Educational leaders have launched school literacy movement programs literacy. The school literacy movements increases reading interest and read culture in a school environment to create a lifetime of literates of sterling character and competence in the face of 21st-century education. The school literacy movement as an effort to build core character values combined with the 21st-century education competence through the breeding, learning, and development stages. The study aims to review and explain the concept of the school literacy movement in building student character values in elementary school. The method used in this study is literature review (SLR). The results of this study are conceptually demonstrated by the school's literacy movement to be an integration of major religious, nationalist, independent, cooperative, integrity with the competence of creativity, communication competence, critical thinking competence, and collaborative competence to prepare students above all for 21st-century education.

Keywords: School literacy movement, student character, 21st-century education.

INTRODUCTION

Literacy awareness in elementary schools is so low that education leaders launch literacy programs. Hartati (2017:302) literacy is a term for a person's ability and skills to understand or understand, process, and use information that has been received in a process under various circumstances. Literacy is closely associated with language and arithmetic skills that provide the basis for an education to run well to achieve a goal. Literacy activities in elementary schools aim to sow the student literacy culture in order to become more intelligent by an advanced, easy mind-set to solve a problem that occurs in life. Literacy, therefore, is part of the effort to instill the student's moral worth.

Kemendikbud (2017) literacy is defined as a) students' ability to read, write, count, and speak, as well as the ability of students to interpret and use them; b) application of social activities influenced by varying circumstances; c) implement the learning process with reading, writing, counting to think about, investigate, inquire, and criticize all that has been learned; and d) the use of literature varies in the subject, flow, and complexity of language. The literacy and numeration of a competence in 21st-century education to create students capable of critical and problem solving, creative and innovative, social and cultural responsibility, environmental awareness, communication, digital literacy, learning throughout one's life, directing and self-control, teamwork and leadership.

Students are expected to be able to grow basic literacy, competence, and character skills. Basic literacy related to the student's ability to implement literacy in daily life to build his character. Competence is one of the students' abilities in dealing with increasingly complex challenges continuing with 21st-century education. In addition, the character that must be shaped in the student by literation in dealing with the changes that have occurred in his or her life (Satgas GLS Ditjen Dikdasmen, 2016). The main character to be enhanced by students is religious values, nationalist values, self-worth, cooperation value, and integrity values (Depdikbud, 2016). They are linked together in forming a value network that must be developed through scientific literacy, numeration, reading and writing, financial, digital, cultural, and citizenship activities. Literacy activities combined with the competence of creativity, communication, critical thinking, and collaborative with five major character values to help students cope with the 21st-century education. Literacy has thus far been of special concern to educational leaders based on research that the Indonesian literacy is still low.

PIRLS (Progress in International Reading Literacy Study) have done research to evaluate the ability to read the fourth grade in Indonesia at the top of the 45th class of the 48 countries in research. According to research, the ability to read students in Indonesia is low compared with that of other countries. The results of these research illustrate the importance of literacy programs to improve students' reading ability in elementary school (Satgas GLS Ditjen Dikdasmen, 2016).

PISA (Programme for International Student Assessment) has done research to evaluate the ability to read, mathematics, and science 15 - year - old students demonstrated that Indonesia ranked 57th out of 65 countries set in 2009, Indonesia ranked 64th out of 65 countries set in 2012, Indonesia ranked 64th out of 70 countries set in 2015, Indonesia ranked 74th out of 79 countries set in 2018, Indonesia ranked 69th out of 77 countries set in 2019. The data suggests that students in Indonesia are categorized as reading, mathematics, and science as underrated (Satgas GLS Ditjen Dikdasmen, 2016).

INAP (Indonesia National Assessment Program) has done research to evaluate student reading, math, and science. Research shows that the value of reading ability in Indonesia is only 46.83%. Research may suggest that students in Indonesian are low or poorly read. Indonesian student reading research is so low that governments should immediately address the problem by formulating literacy strategies that can improve students' readability (Satgas GLS Ditjen Dikdasmen, 2016).

Based on these three data, the ability to read, to math, and to science is low, which raises the concerns of educationists. Governments seek alternatives to improve students' reading ability. Cultualism launched a school literacy movement to grow an exalted attitude consistent with the educational goal that not only produces students who have intellectual intelligence but produces students who have social, emotional, and spiritual intelligence. School literacy movements are expected to improve the quality of life, productivity, competitiveness, and character. The school's literacy movement is done extensively in making school a learning organization that creates literacy throughout one's life. Teguh (2017) school literacy movement is an effort or activity that includes all those having to do with education (the principal, teachers, education, and students), school supervisors, student guardians or parents, school committees, the community in which people can be exemplary and give business experience, publishers, academics, mass media, and those of interest under the Directorate General of Primary and Secondary Education with Minister of Education and Culture.

The problem with school literacy movements is the national integration of education in Indonesia, the limitation of reading books to the interest of students in schools, the structural implementation of programs is not yet fully comprehending the methods or techniques used to improve school literacy cultures, and the means of infrastructure for reading (libraries, reading points, etc.). Hidayat, M. H (2018) the success of literacy movement programs on 2 Sitirejo elementary school and 4 Panggungrejo elementary school are still running low on the job of reading at school, reading books with very low student needs and interests is still lacking, teachers as members of the literation movement are not yet structured, and facilities for infrastructure of the literature-movement programs are not available. School literacy movements as an effort to build student character. If the school literacy movement has been impeded by the time of implementation it will certainly affect the character of the student. Subiyanti, S. (2020). character education based on literation-based movements in the zero-one district where reading is very limited to the school reading industry, teachers are still not extensive in performing school reading activities, parents still struggle to work together in support of school literacy movements, the education service is required to provide structured and sustained training and coaching. Purnama, I. (2022). Regarding the implementation of the school's literacy movement in creating a fond reading character at 5 Masbagik Selatan elementary school already running from 2017, there are no more obstacles. The challenge of school literacy programs at 5 Masbagik Selatan elementary school in creating student character is the ability to apply to a student's reading text is still low, the development of reading materials in class is still low, school has not assembled literacy teams, and school has not yet provided a medium to channel student creativity or multiliterated talent. The literacy movement program is surely of special concern by providing books in accordance with the child's interest, the teacher may thoroughly carry out reading in

cooperation with the parents or the education department for creating cultural literacy. Sari, M. K. (2021). Stating that literacy culture as an effort to develop character in students in the Muhammadiyah Bantul Kota elementary school to improve quality and building positive character in students, literacy education encourages positive character for students, the application of character education requires an example or modeling of teachers as the subject of study, schools supported by facilities and conditions conducive to literacy programs. The literacy programs at the Muhammadiyah Bantul Kota elementary school, the town's help was very vigorous, systematic, and well-regulated. Based on several previous research descriptions, it was intended to review and explain the concept of the school literacy movement in building character values related to the competence of 21st-century education.

METHOD

The method used in this research is the study literater review (SLR) by more than 20 literature related to the school's literacy movement to build students' character in the face of 21st-century education. At the first section to study the theory emprively to acquire an truth that does matter. In this regard, the discipline studied the concepts of school literacy movements, the character value concepts, and the competence concepts of 21st-century education. Research design asa raid that will be made to get the information that will be generated based on the research activities that have been carried out.

The sources and types of data used in this study are primary data. Primary data is the first source of a generated data. The primary data used in this study is the school literacy movement manual and the home-school improvement book. Meanwhile, the secondary data is a secondary component of the primary data. Secondary data on this study are books and journals related to literacy, multiliteration, the literacy programs of school movements, character value, character education, and the competence of 21st-century education.

The power collection technique used is library research. Library study by Nyoman Kutha Prastowo (Hendrawan, B. 2017) has a different understanding, that (1) library study is the entire material that may have been read or analyzed; (2) library studies provide a theoretical framework or basis for analysis of object; and (3) literature studies are a material that deals specifically with the subject of research being studied.

The data analysis technique on this research consists of the three stages of Nasution (Hendrawan, B. 2017) which is:

1. Orientation stages in the researchers pursue orientation or recognition of the problem structures to be studied as well as its aspects and dimensions. The result of the orientation stages activity to find out the structure of the problem in this research.
2. Exploration stages in the researchers do intense research and selective data. Researchers focused on problems and aspects and dimensions as the sub structure problems on this research.
3. The check-in stages in the researcher does a confirmation of the data obtained by assuring data truths from data sources to respond and comment as re-check; The study will be uninteractive and therefore refrain from doing triangulation to complete the data truth by requesting responses about data truths on the part of which is already stated relevant or believed to be informative.

RESULTS

Concept School Literacy Movement

The school literacy movement program has been launched by the directorate general of primary and secondary education on the basis of poor competence in school reading, mathematics, and science. Understanding concepts of literacy in the context of the school's literation movement is students' ability to access, understand, and use something intelligently through literacy activities (reading, listening, writing, and communicating). The concept of the school's literacy movement is a comprehensive effort to develop a reading culture and improve literacy throughout life by involving all those associated with education (the principal, teacher, education, and student), school overseer, student guardian or parent, school committee, People in

this regard can be exemplary and give global experience to businesses, publishers, academics, the media, and people of interest under the directorate general of primary and secondary education ministry of education and culture. School literacy movements are expected to strengthen the value of the sublime intelligence as Permendikbud No. 23 of 2015.

The application of the school's literacy movement aims to grow the value of the student's nobility through the literacy culture in emitting literacy throughout life. The aim, in particular, is to expand literacy cultures in schools, to enhance the capacity of the communities and the literates of schools, to make schools a fun and friendly playground for children so that school residents can manage a wide range of knowledge, and to preserve the learning landscape by presenting a wide range of reading strategies.

The performance of the school literacy movement provides an opportunity for teachers to engage students in reading, writing, listening, and communicating carefully, carefully, and appropriately to a theme and topic from different sources. Special attention to information sources and facilities in support of achieving the goal of the school literacy movement. Sources of information such as reading books, newspapers, digital literacy through Internet access, etc. In addition, supportive places and facilities to develop and distribute literacy activities such as school libraries, reading points, and classrooms. Kemendikbud (2016) through a school literacy movement guide to elementary school has three steps:

1. The Breeding Stage

    The desensitization sequence is made by the practice of students to read for 15 minutes before the learning process. The purpose of the breeding stage to grow students' interest ina publication or ina reading, a training of communication, and a training of critical thinking. Student literacy skills at the elementary school at this stage have been divided into two levels, those of low and high classes. Literacy at the lower levels to train students in critical thinking by separating fact or fiction and training students' communication skills through stories. Whereas, literacy ata high level is to train students in critical thinking by spelling out different types of writing and training students to communicate by distorting the story. The activity at the breeding stage takes place for 15 minutes before the learning process in a library, in a reading corner, or in the field. Students are allowed to read available books at school or to read books that have been brought from the home according to their interests. Students are asked to do a loud or silent reading activity. The teacher provides a special card that includes indicators for recording the student's development in reading. At the breeding stage instills a character value of interest in reading asa fundamental basis in creating virtuous students and a school environment.

2. Stage of Development

    Developmental stages asa follow-up to the breeding stage. When breeding stages have been established, students can develop literacy abilities through various literacy activities. The purpose of the stage of student development to increase the ability to listen, read, write, and communicate. Literacy development activities that can be done in school by understanding a story, writing a story, and reading a story. The activity series of students begin to spell or understand the story, identify the story, and retell the story. The ability for high class students, which is listening to stories to cultivate empathy, to read stories fluently, to use the context to make sense of each word, to understand the story ina specific cultural context, to restate the content of the story in your own language and to express an opinion on all aspects of continuous narrative with the story. The phase of expansion has been included in the improved literacy through various activities in response to books, reading in unison, adding to experience by reading, selecting a book of fiction or nonfiction enrichment, producing works of creativity, constructing book content activities, and making a map story outline of the book. Teachers can integrate character value investment from the reading book for careful discussion through simple question-and-answer interactions. At the stage of development instilling a value of fond reading and writing a story that affects students' mindset and behavior patterns that can be implemented in its life. A story that contains a moral message, fosters empathy, and solves a problem.

3.   Learning Stages

The learning stage is a follow-up to the breeding and learning stage. The learning stages in the elementary school are arranged with various activities to maintain student literacy capabilities and student reading interests. The purpose of the learning stage is to maintain students' interest in literature, reading activities, and literacy skills through the lesson enrichment books and textbooks. Teachers improve student literacy ability during the learning process by using the enrichment book on all subjects. At this stage, teachers involve students in literation-based learning processes. Study-based learning in the classroom by providing literature related to the learning materials. In addition, teachers work with students to create a class asa place to disseminate ideas and literary ideas. At the learning stage will instill student character values relating to the competence of 21st-century education.

Implanting Character Values in The School Literacy Movement

Character is defined as trait; Mental, moral, or ethical traits that distinguish one from another (KBBI Online, 2022). Understanding of the word "character" in the Psychological Dictionary means meaningful character and disposition; (1) a persistent quality or quality can be made eternal in identifying the person, object, or genesis; (2) syncreation or integration of traits on the individual in shaping a unity or individual; (3) an individual's personality is taken into consideration from an ethical and moral point of view (Hendrawan, B. 2017). The main character interrelated in establishing a value network that needs to be developed - religious, nationalist, independent, cooperative, and integrity (responsibility). The main character has been echoed by governments to scale up. This goes hand in hand with the general purpose of the school's literative movement program to grow the character of students' nobility through school cultural ecosystem as one throughout life. Implanting values of character or character traits through school literacy movements include:

1. Religion

Religious character values are instilled in students to be obedient to the religious teachings they carry. When properly instilled with a religious attitude, it creates tolerance, respect, and peace students toward other religions. Religious value covers three dimensions of relation, which is the relationship of each individual with the Lord, individual with neighbor, and individual with the universe (environment). The value of religious character is reflected in the act of loving and keeping god's creation intact. The subvalue of religious character is the love of peace, of tolerance, appreciation of any religious and religious differences, of stand, of confidence, of cooperation between religious and religious believers, of counter-bullying and violence to one's neighbors, of sincerity, of friendship, not insisting on will, loving the environment, protecting the various layers from the smallest to the outsider.

2. The Nationalist

Nationalist character values are instilled in the student as a point of view in thought and attitude. An advanced nationalist character would be able to put the interests of a nation ahead of personal or collective interests. The subvalue of nationalistic character is to preserve the environment, to obey the law, to have a self-sacrificing spirit, to instill discipline, to love the fatherland, to appreciate national culture, to excel and achieve, to preserve the cultural wealth of the nation, and to respect its diversity (culture, race, and religion).

3. Be Self-reliant

The student's self-reliant character value is an attitude and behavior that is independent of others but is dependent on self-ability. The self-contained character subvalue is a fighting power, a work ethic (hard work), courage, creative, lifelong learner, a resilient and enduring professional.

4. Community Service

The value of student cooperation and cooperation is a reflection of an action that appreciates cooperation and cooperation in solving a problem, establishing communication and friendship, giving help or help to others. Community subvalue is anti-discrimination, nonviolence, empathy, inclusive, cooperation, commitment to joint decisions, respect, conference, solidarity, volunteer, and help.

5. Integrity (Responsibility)

The value of a character integrity or responsibility is the value that underlies a person's behavior and makes himself trustworthy in word, action, and work, commitment and loyalty to human and moral values (moral integrity). Integrity character includes civic responsibility, active involvement in social life, consistency in every act and word based on truth. The subvalue of integrity is anti-corruption, love of truth, justice, honesty, example, commitment, morality, fidelity, responsibility, and dignity of individuals (especially those with disabilities).

The student's main character values are interwoven with the competence of 21st-century education. The implanting of key character values in students in elementary schools will continue to develop dynamically and comprise individual integrity throughout the school's literacy movement program. The school literacy movement program is essential to building student character in the face of 21st-century education (Labudasari, E. 2018).

The Implanting of Character Values in School Literacy Movements The 21st-Century Competence

The literacy movement of the school has considerable content, meaning, scope, objectives, objects, and varied. School literacy movements are integrated and implanted key character values. School literacy movements will affect the development of student character in elementary school. The school literacy movement is creating a literal educational ecosystem, which is (1) fun and friendly for students in elementary schools to cultivate a spirit during the learning process; (2) all school residents express empathy, concern, and respect for others; (3) cultivating a curious spirit and love of knowledge; (4) provide school residents with opportunities to communicate and to contribute; (5) enhancing the school's internal and external participation necktie. The school's literative movement empowers the student character values associated with the 21st-century education competence, as follows:

Table 1. Implanting character values in the school literacy movement Coupled with the twenty-first century competence

No.	Character Values	Explanation
1.	Religion	Religion is an obedient attitude and persevering in carrying out religious teachings which he or she stands for, is tolerant of other religious ACTS, and lives in harmony with those of other religions.
2.	Honest	Honesty is the attitude and behavior of a person who strives to be trusted in word, action, and work.
3.	Tolerance	Tolerance is an attitude and action that respects the different religious, ethnic, opinions, attitudes, and actions of others.
4.	Discipline	Discipline is an attitude and action that demonstrates orderly and obedient behavior to the various rules or regulations that apply.
5.	Hard work	Hard work is an attitude and action that demonstrates earnest effort in dealing with the learning and task obstacles and getting the job done well.

No.	Character Values	Explanation
6.	Creative	Creative is an attitude and action through creative thinking to produce new ways or results from something it already has.
7.	Self-reliant	Self-reliant is an attitude and behavior that is not easily dependent on others in completing their duties.
8.	Democratic	Democratic is a way of thinking, of behaving, and of acting in the judgment of right and duty of oneself or of others.
9.	Curiosity	Curiosity is the attitudes and actions that always seek to learn more deeply and pervasive from what they learn, see, and hear.
10.	The spirit of nationality	The spirit of nationality is a way of thinking, acting, and discerning that places the interests of nations and countries above the self-interest and group.
11.	Patriotism	Patriotism is a way of thinking, attitude, and doing that demonstrates great loyalty, concern, and appreciation for the nation's language, physical environment, social, cultural, economic, and political.
12.	Appreciating achievement	Appreciating achievement is an attitude and action that impels itself to produce something that is beneficial to the community, acknowledge, respect, and successes other.
13.	Friendship or Communicative	Friendship or communicative is an attitude or action that shows pleasure in speaking, socializing, and cooperating.
14.	The love of peace	The love of peace is an attitude, word, and action that causes others to feel good.
15.	Being a voracious reader	Being a voracious reader is the habit of taking time to read literature that gives him virtue.
16.	Care about the environment	Care about the environment is the attitudes and actions that always seek to prevent damage to the natural environment around it, and to develop efforts to repair existing natural damage.
17.	Social concern	Social concern is an attitude and action that always seeks to extend to others and to communities in need.
18.	Responsibility	Responsibility is a person's attitude and behavior to perform his or her duties and obligations, which he should do, to himself, to society, the environment (natural, social and cultural), the almighty YME.

School literacy movements as an effort to instill core character values combined with the competence of 21st-century education. The main characters that must be impressed upon students in elementary school are religious values, nationalistic values, self-worth, cooperative value, and the value of integrity. The implanting of main character values built in the school's literacy movement through the 21st-century educational, educational, and development stages. The competence that students must have in elementary school in the 21st century was the competence of creativity, communication competence, critical thinking competence, and

collaborative competence. School literacy movements are able to enable students to think critically, communicate well, and can solve problems of various contexts (Labudasari, E. 2018). The school's literacy movement builds changes in the school through literacy to create a student who is capable of meeting challenges and will happen in his or her life. School literacy movements are expected to be able to create capable, competent students who are more appropriate in terms of ability, attitude, and action. In this study, some of the essence of the school-literacy movement which was thought to be able to build character values as a manifestation of the objectives of 21st-century education.

CONCLUSION

School literacy movement is an activity to improve the ability to access, understand, process, and use information critically and intelligently with reading, writing, listening, and communicating. The conceptual literacy movement shows the integration of efforts to grow the development of higher education of students in elementary school. The school's literacy movement to instill religious, nationalist, independent, cooperative, and integrity coupled with the competence of creativity, communication, critical thinking, and collaborative help as students tackle 21st-century education.

REFERENCES

Apriyanti, S. N. (2022). High-Reading Character Education and Quick Reading Skills Through School Literacy Movements. Jurnal Fakultas Keguruan & Ilmu Pendidikan Kuningan, 3(2), 79-86.

Chaplin, J.P. 2004. The entire dictionary of psychology. Jakarta: PT. Rajagrafindo Persada.

Hartati, T. 2017. Multimedia in Literacy Development at Remote West Java. Edutech, 15 (3): 301-310.

Hendrawan, B., Pratiwi, A. S., & Komariah, S. (2017). Application Studies Implantation of Student Character Values Through Literacy Movements in Elementary Schools Based on a Critical Pedagogical Perspective. ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar, 1(2a).

Hidayat, M. H., & Basuki, I. A. (2018). Literacy Movements in Elementary School. Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan, 3(6), 810-817.

Kemendikbud. (2015). Meaning Recovery Guide. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan.

Kemendikbud. (2015). Menteri Nomor 23 Tahun 2015 Rule on Total Autonomy. Jakarta: Sekretariat Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan.

Kemendikbud. (2016). The Literacy Movement Pocket Book at School. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan.

Kemendikbud. (2016). Literacy Movement Guide in Elementary and Secondary Schools. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan.

Labudasari, E. (2018). Building Grade School Student Characters Through School Literacy Movements. In Prosiding Seminar Nasional Pendidikan Dasar 2018. STKIP Bina Bangsa Getsempena.

Labudasari, E. Rocmah, E. (2018). The Role of School Culture in Improving the Character of Elementary School Students. Prosiding Seminar Nasional PGSD 2018. Universitas Muhammadiyah Purwokerto; ISBN: 978-602-6697-21-9; hlm 299-31.

Purnama, I., Affandi, L. H., & Nisa, K. (2022). Implementation of the School Literacy Movement in Forming a Student Studious Character at SDN 5 Masbagik Selatan. Jurnal Ilmiah Profesi Pendidikan, 7(3c), 1951-1958.

Sari, M. K., Rulviana, V., Suyanti, S., Budiartati, S., & Rodiyatun, R. (2021). Literacy Culture as an Effort to Develop Character in Students at The Muhammadiyah Bantul Kota Elementary School. ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar, 5(1), 112-126.

Satgas Gerakan Literasi Sekolah Ditjen Dikdasmen2016). Literacy Strategies in Primary School Learning (2013 Curriculum Instructor Refresher Materials Module). Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan.

Subiyanti, S., Murtono, M., & Suad, S. (2020). Literature-based Character-based Movement Education in Elementary School. Refleksi Edukatika: Jurnal Ilmiah Kependidikan, 11(1), 24-34.

Teguh, M. (2020). Grade School Literacy Movement. Jurnal Pendidikan Dasar Flobamorata, 1(2),1-9.

Tim GLS Kemendikbud, 2017. The National Literacy Movement Road Map. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan.

Undang-Undang Number 20 to 2003 for the National Education System.

Walipah, Rahman, dkk. (2020). School Literacy Movement in the Industrial Revolution Era 4.0 in Building Speed Reading Skills. International Conference on Elementary Education. 2(1), 1763-1770.

Wiratsiwi, W. (2020). Application of the School Literacy Movement in Elementary School. Refleksi Edukatika: Jurnal Ilmiah Kependidikan, 10(2), 230-238.