

Implementation of School Literacy Movement Policies to Build Student Character in Junior High School



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ABSTRACT: This research study aims to describe and analyze the implementation of the school literacy movement policy to build character in junior high schools. It is a qualitative research with a case study. The setting of this research study is two public junior high schools that implement the school literacy movement in Tanah Laut District. The key informants were school principals, heads of librarians, school literacy movement teams, teachers, students, school supervisors, committee members, and parents of students determined by using a purposive sampling technique. The information of this study was collected through interviews, observation and documentation of data validation. The researchers performed data triangulation by means of technical triangulation and source triangulation. The data was analyzed using interactive analysis of the Huberman model which consisted of data collection, data display, data reduction and verification/conclusion. The results of this study showed that the implementation of the School Literacy Movement in two schools received support from stakeholders and support from facilities and infrastructure, the strategy implemented was a literacy-friendly school environment strategy, a social environment strategy as a communication model, and a school strategy as an academic environment, which was then held through three stages, namely habituation, development and learning, which succeeded in shaping the character of students, becoming students who like to read, are disciplined, honest, religious and creative.

KEYWORDS: implementation, School Literacy Movement, Character

I. INTRODUCTION

The school literacy movement is an effort to develop student character through character education (Rahayu, 2017).

In accordance with article 2 of the Regulation of the Minister of Education and Culture Number 20 of 2018 on Strengthening Character Education, character education is strengthened by applying Pancasila values, including religious values, honesty, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the motherland, respect for achievement, and community spirit as well as becoming a proficient reader, author, and communicator. Particularly in schools, character development can be accomplished through programs that emphasize reading enjoyment. One of the aforementioned school programs is the School Literacy Movement (SLM) or Gerakan Literasi Sekolah (GLS) program. This program is in accordance with the Minister of Education and Culture Regulation No. 23 of 2015 concerning the Growth of Character and Character, which emphasizes that its implementation can be achieved through the School Literacy Movement.

The school literacy movement is a coordinated effort or activity including all school members including students, teachers, school principals, education staff, school supervisors, school committees, and parents or guardians as well as stakeholders. The school literacy movement is a social movement with collaborative support from a variety of factors that aims to transform schools into organizations that promote lifelong learning. On the basis of the aforementioned goals, the School Literacy Movement should be able to motivate and effect students to exhibit positive behavior both within and outside of school in the midst of family and society. One of the activities that can teach positive behavior in kids is a 15-minute literacy activity in which they read nonlearning books including values such as integrity, patriotism, and local, national, and global knowledge. This practice is regarded to play a significant effect in developing the character of pupils at the appropriate developmental level. According to data from the regional library of the Tanah Laut area, the reading interest index of the general population in 2020 will remain at 22.24. This indicates that interest in reading remains low in the Tanah Laut region. This score also indicates that students in Tanah Laut Regency are uninterested in reading. The conclusions derived from these three findings imply that present educational approaches in schools have not demonstrated the school's purpose as a learning organization that tries to make all members proficient in reading in order to assist them as lifelong learners.

In 2015, as a result, the Ministry of Education and Culture devised a major initiative, called the school literacy initiative. This movement is an implementation of Minister of Education and Culture Regulation Number 23 of 2015 Concerning the Growth of

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Character and Character, which includes school literacy movements, one of which is the 15-minute activity of reading books before class begins.

The School Literacy Movement is described based on nine priority agendas (Nawacita) related to the duties and functions of the Ministry of Education and Culture, particularly Nawacita points 5 and 8, which are intended to (5) improve the quality of life for the Indonesian people and (8) revolutionize the nation's character. Thus, the school literacy movement can instill character building in children, particularly in the areas of reading enjoyment, discipline, honesty, religiousness, and creativity.

II. METHOD

This research utilized a qualitative research with a phenomenological approach, with the type of case studies at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari. The research aims to describe the implementation of school literacy movement policies to foster student character. Interviews, observations, and documentation were the methods for collecting the data. Data triangulation (technical triangulation and source triangulation) was used to validate the data (Nazir 2005). Confirmability, reliability, and a discussion with a small focus group Principals, heads of librarians/school literacy movement teams, teachers, students, school supervisors, committee members, and parents or guardians of students served as key informants, as defined by snowball and purposive sampling techniques. This research focuses on the school literacy movement program, which includes stakeholder support, and support for advice and infrastructure. The school literacy movement strategy includes habituation, development, and learning, and student character development includes a passion for reading, discipline, honesty, religion, and creativity. Data analysis was utilized with interactive analysis of the Huberman model, which included data collection, data presentation, data condensation, and verification/conclusion.

III. RESEARCH RESULTS AND DISCUSSION

The results of this study are as given in several focuses. The first focus is related to the school literacy movement program to build students' character. The School Literacy Movement Program will be successful if it implements a literacy-friendly physical environment strategy that conditions schools to be able to optimize the school literacy movement by presenting a reading corner in each class, adding to the collection of books in the library, providing bulletin boards and an outdoor reading area. Also, it will be successful if it implements a social strategy as a

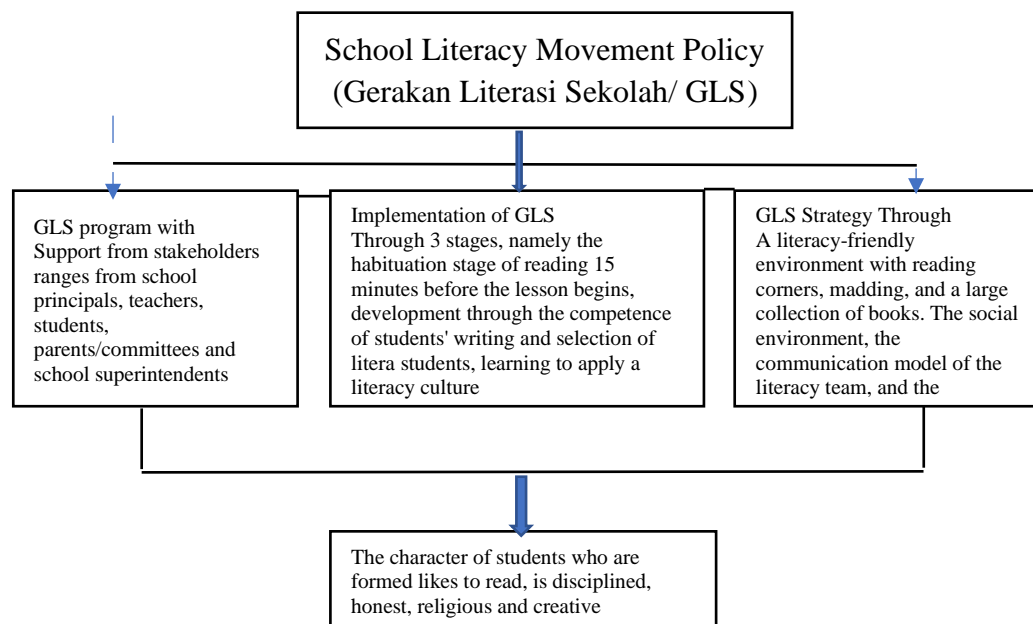
communication model in the form of a Literacy Team chaired by the Head of the School Library. The School Literacy Movement program will be successful if it implements the school's strategy as an academic environment, namely collaborating with the Regional Library and developing students' literacy skills.

The second focus of this study is the strategy for the school literacy movement to build students' character. The School Literacy Movement Program will be successful if it implements a literacy-friendly physical environment strategy that conditions schools to be able to optimize the school literacy movement by presenting a reading corner in each class, adding to the collection of books in the library, providing bulletin board and outdoor reading area. In addition, it will be successful if it implements a social strategy as a communication model in the form of a Literacy Team chaired by the Head of the School Library. The School Literacy Movement program will be successful if it implements the school's strategy as an academic environment, namely collaborating with the Regional Library and developing students' literacy skills.

The next focus is the implementation of the school literacy movement to build student character will become accustomed to reading, if the habituation activities are carried out every day with an allotted time of 15 minutes before the first lesson, organized through silent reading, reading together and reading aloud in each reading corner on each class. Student literacy will develop if schools continue to strive to improve students' abilities in reading and writing, namely through competition for student writing and selection of literate students. The learning stage will be effective if students are trained to apply a culture of literacy in the school environment. The fourth focus is the character of students who are built through the school literacy movement.. Students always try to make it as a habit to come to school on time through the school literacy movement which starts every 15 minutes before the first class starts. Students will have an honest character if they are accustomed to carrying out each activity according to their own abilities including when filling out reading cards. Students will become religious individuals if they are required to participate in all religious activities carried out by the school, including reading non-fiction books on religious themes. Also, students will become creative individuals if they are given the opportunity to present their written work and receive an award.

Based on the findings above, a model for implementing the School Literacy Movement Policy to build student character is given in Figure 1.

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IV. DISCUSSION

A description of the findings at Site 1 and Site 2 implementation of the School Literacy Movement policy to build student character can be seen in the following description:

A. The School Literacy Movement Program at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari to Build Student Character

The results of the study indicated that the school literacy movement at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari was able to be implemented due to the support of all stakeholders, beginning with the Principal's Policy, teachers, committees, supervisors, and students' parents, in accordance with what Baihaki et al., (2022) disclosed, namely that the establishment of policies contained in the school's vision, mission, and goals will reflect the goals to be achieved. Additionally, the school literacy movement at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari is supported by the provision of facilities and infrastructure, including libraries, diverse book collections, reading spots in each classroom, supplementary finances, and gazebos.

This success can be followed by elementary schools. Elementary schools can also implement the School Literacy Movement in Muhammad (2016) to familiarize, develop, and teach literacy in a sustainable manner. Beginning the implementation of the School Literacy Movement in primary schools might begin with reading and writing. Article 4 of the National Education System Law of 2003 mandates the implementation of a reading culture in education. According to sources of Indonesian state legislation, one of the goals of education is to increase reading skills and cultivate a reading culture among students.

According to the findings of the study, the School Literacy Movement program at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari was supported by all stakeholders, including the principal, teachers, committee, supervisors, and students' parents. According to Wulandari & Kristiawan (2017) research, the human resources involved in supporting the School Literacy Movement policy are all school members, including administrators, teachers, staff, students, and parents. These findings are consistent with these findings. This study's findings are consistent with Burhan et al., (2020) conclusion that the public is involved in the implementation of the school literacy movement. Each school collaborates with the parents of its students, regional libraries, and public libraries in different towns to acquire books, provide training, and share knowledge with students and teachers. Developing literacy-supporting facilities and infrastructure necessitates public participation, which can come from school committees, parents, alumni, regional libraries, and the corporate community, according to Faizah (2016) According Wandasari (2017), public involvement is a collaborative effort involving school members, academics, publishers, mass media, and other community leaders. In addition, Musafiyono & Setyowati (2014) assert that it is the responsibility of individuals to recognize the significance of literacy for children by offering assistance or participating at the provision of facilities that promote literacy activities at home and in school. Therefore, implementation of the School Literacy Movement will progress if the three sites incorporate the public. Teachers as implementers of learning activities in schools have a responsibility to be able to adapt to numerous quick advancements, including the School Literacy Movement's implementation (Anjarsari & Basuki, 2022).

The results of the study also indicate that the school literacy movement program will be successful if resources and infrastructure are available to support it. At Anjarsari & Basuki (2022), the library, reading nook, books, and reading space are the primary facilities and infrastructure supporting the school literacy movement. This study's findings align with those of Burhan et al., (2020) research, which suggests that beginning with the library, varied book collections, reading spaces in each class, more finances, and gazebos are necessary. According to the research of Burhan et al., (2020), the School Literacy Movement can only be realized if there are

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activities to provide facilities and infrastructure that support literacy activities in the form of story books available in libraries, reading corners for each class, and providing reading areas in the school environment.

Facilities and infrastructure to enhance the quality and success of school education (Metroyadi, 2015). Serve as a formal educational institution and a foundation for students to become proficient readers through well-designed programs and facilities.

The engagement of all school members is crucial for the establishment of a literacy culture. This is because they all contribute significantly to the success of the desired outcomes. W willingness to collaborate with coworkers leads to happy working correlations and develops mutual trust and cohesion Suhaimi & Rinawati (2018). Additionally, Suriansyah & Aslamiah (2015) stated that a quality education involves the availability of qualified teachers and education personnel. For national integration, it creates graduates who are eager to enter society and establish a society with a bright future, and who respect cultural values and diversity. Accompanied by mastery of the fundamentals of life skills and science and technology necessary for individuals to uphold ethical ideals and be accountable for the nation's and motherland's wellbeing. According to Baihaki et al., three variables impact the failure or success of policy implementation: policy development, personnel implementation, and organizational system implementation.

B. Strategies to build a school literacy culture to build student character at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari

The results of the study revealed that the school literacy movement program at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari was successful because both schools implemented three strategies. The first strategy is the literacy-friendly physical environment strategy. The second strategy is the social strategy as a communication model. Meanwhile, the third strategy is the school's strategy as an academic environment. The first strategy implemented in building a school literacy culture to build student character at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari is a literacy-friendly physical environment strategy. The results of the study revealed that this strategy was implemented by conditioning the school's physical environment to be literacy-friendly in line with Lestari (2017) reading corner is one of the efforts to create a school's physical environment to be literacy-friendly. The school environment also reflects the literate environment by creating a school environment that is rich in text in every corner of the school starting from the parking area, halls, school walls, reading area, *Unit Kesehatan Sekolah* (UKS) to toilets, text in the form of illustrated text, posters containing various information, and results. Student work also adorns the walls of each class. The creation of a text-rich environment is relevant to (Hidayat & Nur, 2018) that the reading area that supports the implementation of the School Literacy Movement includes the school environment such as courtyards, gardens, UKS, teacher's rooms, corridors, waiting rooms and others. Creating a literacy environment is important in implementing literacy by campaigning for the literacy movement through posters or positive writings in various corners of the school (Hastuti & Lestari, 2018).

Literacy-friendly school physical environment is an important aspect in literacy habituation for school members because it is a place where students and teachers are active and has a major effect on creating a culture of literacy. This is in line with Faizah (2016) in creating a literacy culture, a literacy-friendly physical creation strategy is needed. The physical environment is an important aspect to build because the physical environment is the first thing students see. To be able to foster a literacy culture, schools must create a friendly and conducive physical environment. According to Antasari (2017) creating a literacy-friendly school physical environment aims to make students accustomed to reading and studying what is around them, the texts scattered in the school environment contain motivation, news, and pictures. Therefore, with a school environment rich in text, it can create and familiarize students with literacy. In the Master Design of the School Literacy Movement, according to Beers et al., (2009), schools that support the development of a literacy culture should display students' work in all areas of the school, including corridors, offices of the principal/foundation and teachers. In addition, students can also access books and other reading materials in reading corners in all classes, office areas and other areas of the school. This will give a positive impression of the school's commitment to developing a literacy culture.

The second strategy applied in creating a literacy culture is a social strategy as a communication model where the results of the research show that this strategy at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari is realized in the form of a Literacy Committee Team headed by the Head of the Library while the members are teachers. In implementing the School Literacy Movement (GLS) as a form of character education at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari, so that schools are able to become the front line in developing a literacy culture, the strategy adopted is communication and interaction of all school components. Communication is related to dissemination of policies to organizations and/or the public as well as the implementers involved. Communication in the implementation of the School Literacy Movement policy at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari is carried out both internally and externally. Socialization is carried out through work meetings and notification letters to parents. Apart from going through these socialization facilities, every week during the flag ceremony they are also reminded about programs regarding the School Literacy Movement.

To support the school Literacy Movement program initiated by the library, the dissemination of information is internal because the program is more intended for and involves internal schools. In this case the parents of students are still part of the internal school.

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The flow of socialization of the library program, namely: first, notification to teachers to make notification letters to parents. And the notification letter will be given to the student's guardian to be able to provide information to parents.

The next strategy is implementing the school strategy as an academic environment. The results of the research at SMP Negeri 1 Pelahari and SMP Negeri 3 Pelaihari show that the school's strategy as an academic environment, especially at SMP Negeri 1 Pelaihari, is to collaborate with the regional library in providing motivation for students to like reading, while at SMP Negeri 3 Pelaihari there is no collaboration with regional library, but the strategy of SMP Negeri 3 Pelaihari as an academic environment was carried out by providing opportunities for students to develop their literacy skills through various works and every week that they displayed in alternate wall magazines. Striving for Schools as an Academic Environment, the academic environment is closely related to planning and implementation literacy movement in schools. One of them is that the school allocates quite a lot of time for literacy learning such as carrying out silent reading activities and the teacher reading aloud for 15 minutes before the lesson takes place. The results of this study are in line with Faizah (2016) which states that the initial goal of literacy is to trigger students to want to read and cultivate reading habits. Based on the presentation of the findings, schools have carried out reading and writing activities that can provide basic literacy experiences for students.

C. Implementation of the School Literacy Movement program at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari to Build Students Character

The results of this present study revealed that the School Literacy Movement at SMP Negeri 1 and SMP Negeri 3 Pelaihari was successful because each school had held 3 (three) important stages of the School Literacy Movement, namely: the habituation stage, the development stage, and the learning stage.

The implementation of the school literacy movement at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari starts from the habituation stage to create an ecosystem of literate school residents. As revealed by Suyono (2006) that the objective of the School Literacy Movement is to produce citizens who are literate in the sense of being able to comprehend and use a variety of texts in everyday life. The implementation of the habituation stage of the School Literacy Movement at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari was based on research findings and consisted of 15 minutes of reading activities held in each classroom before the first lesson. Each classroom already had a reading corner stocked with books. This reading task can be completed loudly, silently, or collectively.

The findings of research at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari revealed that the Implementation of the School Literacy Movement at the habituation stage has applied principles consistent with the opinion of Retnanungdyah et al., (2016) that the principles at the reading habituation stage are as follows: (a) the teacher sets a time of 15 minutes per day for reading; (b) the books read/read are non-learning books; and (c) students are encouraged. Similarly, in the sort of activity that consists primarily of silent reading and reading aloud, reading together occurs infrequently. According to research Rizkie et al., (2022), a high-quality culture can be developed by habituation, as demonstrated by these findings.

Development is the next phase of the School Literacy Movement at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari. At this stage of development, it is intended that students would begin to develop the capacity and desire to read so that reading interest does not wane. It is crucial to have a development stage that includes student writing competitions and the selection of literate students. The existence of student writing competitions as a form of activity for the development stage of the School Literacy Movement, which was implemented at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari, is consistent with the opinion that student writing competitions are an effective means of promoting literacy. According to Suyono (2006), writing is a valuable means or vehicle for learning in a variety of ways. For instance, writing can help students remember and assess their understanding of a topic, as well as encourage them to evaluate or comprehend new information and integrate it with their existing knowledge.

Literacy activities at the development stage aim to develop the ability to comprehend enrichment readings and relate them to personal experiences, to think critically, and to cultivate creative communication skills through activities responding to enrichment readings. Burhan et al., (2020) This stage's objectives are as follows: a) To hone students' ability to respond orally and in writing to enrichment books; b) To foster interaction among students and between students and teachers regarding the books they read; c) To sharpen students' ability to think critically, analytically, creatively, and innovatively; and d) to encourage students to always look for connections between the books they read and themselves and their surroundings.

The results of this study are also in accordance with the opinion of Retnanungdyah et al., (2016) which states that in carrying out follow-up activities, there are several principles that need to be considered, namely; a) The books read are books other than textbooks; b) Book reading activities at this stage can be followed by short presentation assignments, simple writing, simple presentations, crafts, or acting to respond to reading according to the ability level of students; c) Presentation, writing, craft assignments are assessed on a non-academic basis with a focus on students' attitudes during the activity; d) Book reading activities take place in a pleasant atmosphere; and e) Formation of a school Literacy Team (TLS).

At this stage of development, there is a difference between SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari because at SMP Negeri 3 Pelaihari the use of daily reading journals is mandatory because later it will become a consideration in determining literate students. In contrast, at SMP Negeri 2 Pelaihari, the use of daily reading journals is completely given freedom to students. This

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means that the teacher only occasionally reminds students to fill out daily reading journals. At a certain time these daily reading journals will be collected, but the collection of these daily reading journals is only an evaluation material for the teacher and the Literacy Team Committee, not as a consideration for determining literate students as was the case at SMP Negeri 3 Pelaihari.

The learning phase concludes the implementation of the School Literacy Movement program at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari. According to the findings of this study, students at SMP Negeri 1 Pelaihari are taught to read from a variety of sources so that literacy can continue to increase, whereas students at SMP Negeri 3

Pelaihari read only books available at school and summarize values that can serve as role models from the books they have read.

The results of this study are in line with the opinion of Retnanungdyah et al., (2016) which states that the learning stage has academic bills. Reading activities at this stage aim to support the implementation of the 2013 curriculum which requires students to read non-text books which can be books about general knowledge, hobbies, special interests, multimodal texts. Book reports on reading activities at this learning stage are provided by the homeroom teacher.

The results of this study also prove that the development stage with regard to the School Literacy Movement at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari have been able to realize the objectives of the development stage, namely: a) developing the ability to understand text and associate it with personal experience so that lifelong learners are formed ; b) develop critical thinking skills; and c) processing and managing communication skills creatively (verbal, written, visual, digital) through activities responding to texts from reading books and textbooks.

This stage was carried out to support the implementation of the 2013 Curriculum which requires students to read nontext textbooks. Some of the principles that need to be considered, among others; a) books to be read in the form of books on general knowledge, hobbies, special interests, or multimodal texts, and can also be related to certain subjects as many as 12 books for junior high school students; b) there are bills that are academic in nature or related to subjects.

D. Student Character Formed Through the Implementation of the School Literacy Movement at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari

The results of the study revealed that the implementation of the School Literacy Movement at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari was able to shape the character of students to become individuals who love to read, be disciplined, honest, religious and creative. Students become individuals who like to read if they continue to get used to reading a variety of literature, both from printed versions of books and from electronic books, fiction and nonfiction. Students will become individuals with high discipline if they always make it a habit to come to school on time through the school literacy movement which starts every 15 minutes before the first class starts. Also, students will have an honest character if they are accustomed to carrying out each activity according to their own abilities, including when filling out reading cards. They will become religious individuals if they are required to participate in all religious activities carried out by the school, including reading non-fiction books on religious themes. Students will become creative individuals if they are given the opportunity to present their written work and receive an award. Tajudin Noor, Rustam Effendi (2022) stated that students' character can be formed due to habits. Students at SMP Negeri 1 Pelaihari have increased their interest in reading. They like to read a variety of books, both fiction and non-fiction stories, which are obtained from various sources, ranging from printed or electronic books. Students at SMP Negeri 3 Pelaihari prefer to read printed versions of non-fiction books. On both sites the character of students' fondness for reading can be seen from the increasing number of student visits to the library and the number of books borrowed by students. Wartoni et al., (2022) state that character education is education that develops cultural values and national character in students, so that they have the values and character traits they have, apply these values in their lives as members of society and citizens as religious, nationalist, productive, and creative.

The school literacy movement was able to form student discipline because both at the students at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari who were late decreased drastically because students realized they had to come to school earlier because there were literacy activities which started at 07.00 WITA or 15 minutes earlier before first class starts. Discipline character is an action that shows orderly behavior and obeys various rules and regulations. The form of cultivating the character of discipline in the school literacy movement program in junior high schools is to accustom students to reading 15 minutes before routine learning activities are carried out every morning. The character of discipline in GLS is instilled so that students can appreciate the time that has been given. In this case students are trained to be disciplined with time so they can take advantage of 15 minutes to be literate. Honest is a moral character that has positive and noble qualities. Honesty is the key to building someone's trust. Mustari (2011) honest is a behavior that is based on efforts to make himself a person who can always be trusted in words, actions, and work, both towards himself and other parties.

Honest character can be seen in the dimensions of being honest with oneself, being honest with Allah SWT and being honest with others. Being honest with yourself is about admitting your mistakes and shortcomings and trying to fix them. For this reason, honest character education must be instilled from an early age, both in the family and school environment, so that children become the next generation who are useful for the homeland, nation and religion.

Honest character can be seen from the attitude of students when doing assignments that are carried out based on their own abilities without cheating. This was found at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari. This means that students are able to

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behave honestly with themselves, honest with Allah SWT and honest with others. Religious character is an obedient attitude and behavior in carrying out the teachings of the religion they adhere to, tolerant of the implementation of other religious worship, and living in harmony with adherents of other religions (Daryanto (2018). Religious character values reflect a person's faith in God Almighty which is manifested in the behavior of everyday life. Thus, the school literacy movement is able to build the religious character of students because students are more active in various religious activities, not only at the midday prayers in congregation, but also at the Duha prayers and other religious activities such as Isra and Mi'raj commemorations taken place at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari.

Schools can establish literacy nooks and create a text-rich environment. The reading corner is one of the efforts to build a literacy-friendly school physical environment, since it allows students to readily absorb knowledge by reading books and other learning materials in classroom corners. In the literacy nook, pupils read books. The literacy area contains books on education, science, as well as motivational and inspirational topics. The school literacy movement at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari was able to foster student creativity, as seen by the poems and short tales generated by pupils. In addition, in SMP Negeri 3 Pelaihari, students' creativity can be observed in their capacity to convey in their own words the core of a narrative or book they read in front of other students.

V. CONCLUSION

The results of this study indicated that the School Literacy Movement Program at SMP Negeri 1 Pelaihari and SMP Negeri 3 Pelaihari could build student character through support from stakeholders, support for facilities and infrastructure and strategies to build a culture of school literacy. In addition, it is carried out through a literacy-friendly school environment strategy, a social environment strategy as a communication model, and a school strategy to form an academic environment. The implementation of the School Literacy Movement program is carried out through 3 stages, namely the habituation stage, the development stage and the learning stage. Student character is formed through implementation of the School Literacy Movement is fond of reading, disciplined, honest, religious and creative.

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