

Internalization of Enjoyed Reading Character through the Literacy Movement School Program

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ARTICLE INFO	ABSTRACT
<p>Keywords: Love to read; compulsory reading program; school literacy movement</p>	<p>The success of fondness for reading can be seen in a compulsory reading program, the frequency of library visits, and pleasant facilities. Indonesian society is a low-literacy society. Therefore, the government created a school literacy movement program to increase student interest in reading. This research aims to find out the internalization of reading character education through the school literacy movement program at SMPN 4 Ponorogo. The research method used is a qualitative research method with a case study type of research. This research collection technique uses observation techniques, interviews, and documentation. The data analysis technique uses the Miles, Huberman, and Saldana analysis models. The conclusions of this study are 1) The internalization of character education for a love of reading through the school literacy movement program at SMPN 4 Ponorogo is carried out every Tuesday & Wednesday from 07.00 – 07.10. Students read and write the contents of the reading according to their understanding of the student literacy actualization movement book (GALA). 2) It is very effective if the school literacy movement program goes through library visits because students can make library books a reference for school literacy movement programs. 3) The implications of the school literacy movement program for character education for liking reading at SMPN 4 Ponorogo include student reading interest starting to grow and students being more critical and able to analyze news around them.</p>

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INTRODUCTION

Character education is value education which is the fundamental value of the nation's character. In addition, character education is a process of forming the personality of the nation's children. Not only that, character education will encourage a person to behave positively and improve cognitive quality (Ismah et al., 2023). Character building is, of course, the duty and responsibility of every individual. The character of each individual can be improved by habituation (Rahmawati & Yusuf, 2020). It is because the character already attached to each individual is difficult to change if not with habituation. Getting used to it will undoubtedly not be easy at first because it requires a process and is done continuously (Wahono, 2018). However, over time the individual will feel used to doing habituation so that it can change his character.

The step used to build character is education (Anwar, 2017). Education can be interpreted as a place that educates and teaches individuals positive things, including character building (Nurpratiwi, 2021). Whereas within the scope of education, of course, individuals will be taught to cultivate character values such as awareness, action, and knowledge in carrying out values for themselves, God Almighty, fellow creatures, and the environment so that one day they become human beings with noble character (Kumalasari et al., 2019). Character values in Indonesia are based on four sources: religion, Pancasila, culture, and national education goals. Eighteen character education values were formed in these four sources, including enjoyed reading (Kurniawan, 2015).

Love to read is included in character education because, with individuals who like to read, it will increase knowledge and open insight into other things they do not know to increase critical thinking skills and improve the quality of life. Enjoying reading can be interpreted as providing time to read various readings that can provide good things for him (Artana, 2015). Reading is the ability to understand the contents of the reading, digest every word and capture information from something written. Reading is a fun activity because reading is a place where we can explore things or information we don't know through reading materials.

When students read, they will train their critical thinking skills and be able to solve problems in the surrounding environment. It makes students practice building knowledge based on experience and knowledge they already have (Khoirunnida & Yusuf, 2022). Based on a survey conducted by the Program for International Student Assessment (PISA) which was launched by the Organization for Economic Cooperation and Development (OECD)

in 2019, Indonesia's literacy level is in the 62nd position out of 70 countries (Devega, 2023). Meanwhile, according to the Central Connecticut State University survey, Indonesia is in the 60th position out of 61 countries participating (Novrizaldi, 2023.).

In addition, to assess the level of interest in reading is determined through indicators. According to Balitbang, indicators of fondness for reading are divided into two, namely class indicators and school indicators. There are three school indicators: the compulsory reading program, the frequency and intensity of library visits, and providing pleasant facilities for reading. At the same time, the class indicators are a list of student books or writings, frequency of library visits, exchange of readings, and learning that motivates students to use reference materials (Kemendikbud, 2010). Therefore, we need a program to increase and foster interest in reading.

The Ministry of National Education promotes the program by the Minister of Education and Culture Number 23 of 2015, namely the school literacy movement program (Ministry of Education and Culture, 2015.). The school literacy movement program aims to improve reading and writing habits in the school environment. It is also to improve habits and speed and accuracy in understanding information obtained through reading and writing (Saputri et al., 2021). The school literacy movement program is carried out in formal educational institutions, namely schools. It is because schools play a role in shaping and instilling student character. In addition, schools are also obliged to increase students' knowledge, and the school environment has an impact on fostering students' interest in reading (Saputri et al., 2021). One school that runs the literacy movement program is SMPN 4 Ponorogo.

SMPN 4 Ponorogo has been running a school literacy program for one year. This program aims to re-instill the character of a love of reading. When this program was in progress, the school rewarded students who diligently participated in the literacy movement program. The purpose of giving rewards is to motivate students so that their interest in reading grows and they are diligent in participating in the school's literacy movement program. Apart from that, rewards are also given in the context of language month, commemorated every year on 28 October. It makes SMPN 4 Ponorogo students even more interested in participating in the school literacy movement program.

In giving rewards, the coordinator of the SMPN literacy movement is involved 4 Ponorogo, which consists of a literacy team and a library team. In carrying out the school literacy movement program, of course, several infrastructure facilities support the school

literacy movement program. One of them is the reading corner, where the reading corner is a place for student books that are used as reading sources during this program. However, the reading corner is only used to sweeten the room and is not utilized correctly. In addition, the library must also support the implementation of this program because the library stores a lot of reading material that students can borrow as reading material during the school literacy movement program.

The school literacy movement program was carried out by the narrative of Mr. Strong S.Pd, deputy principal for curriculum at SMPN 4 Ponorogo, on Monday, 24 October 2022, which stated that the program told students to read, think and write. That way, it makes students more able to think critically and improve their reading skills. Even though they have to be forced and it's not easy to tell students to read, they will get used to it after a while. Schools can't order students to read individually, so the school literacy movement program is encouraged. There will be consequences for students who do not want to join this program.

Based on the interviews above, it can be concluded that in the school literacy movement program, students do not only read, but they also write from the contents of the reading according to their understanding. In addition, the core of literacy is when students can read, think and write. However, the fact is that many students are not aware of reading activities. It is due to the influence of devices and reading sources that do not vary. In addition, individuals feel that reading is a tedious activity.

This study aims to find out: 1) Internalization of character education for a love of reading through the school literacy movement program at SMPN 4 Ponorogo. 2) The effectiveness of the school literacy movement program through the intensity of library visits at SMPN 4 Ponorogo. 3) Implications of movement programs school literacy on character education for fond of reading at SMPN 4 Ponorogo. Based on the problems and objectives above, this research is expected to have benefits and add to the body of knowledge, especially about character education for fond reading through the school literacy movement program.

RESEARCH METHOD

This research uses qualitative research methods. Qualitative research can be said to be research that emphasizes the quality of a product or service and an essential thing that can be observed from events, phenomena, and social symptoms. So the essential thing

earlier can be the development of theoretical concepts (Sidiq & Choiri, 2019). At the same time, the type of research used is a case study. In this case study research, the researcher understood the situation in depth so that the researcher could disclose all information in the form of intensive data descriptions based on data obtained from interviews, observation, and documentation (Iryani & Ramdani, 2019).

This study reveals the internalization of the character who likes to read through the school literacy movement program at SMPN 4 Ponorogo. The research location was at SMPN 4 Ponorogo, precisely at Jalan Jendral Sudirman Number 92, Krajan Hamlet, Kepatihan Village, Ponorogo Regency. There are 2 sources of qualitative research data, namely secondary sources and primary sources. Secondary sources are data sources that do not directly provide data to researchers. Meanwhile, primary sources are data sources that provide data directly to researchers (Sugiyono, 2017).

Secondary data sources include documenting the internalization of the character's liking to read through the school literacy movement program at SMPN 4 Ponorogo. In addition, written data sources such as a list of the intensity of student library visits during the school literacy movement program took place and a list of students who received rewards. These facilities support the school literacy movement program. At the same time, the primary data sources in this study include information-seeking activities through interviews. Data collection techniques in this study are observation techniques, interviews, and documentation. Observation techniques are data collection techniques that reveal phenomena that occur through the behavior and basis of a system (Sidiq & Choiri, 2019).

In this case, the researcher will make observations regarding the internalization of the character of liking to read through the school literacy movement program for students at SMPN 4 Ponorogo. Researchers made observations while the school literacy movement program was running at school, namely on Tuesdays and Wednesdays. As for the interview technique, the researcher conducted interviews with informants, including Mrs. Winarti as the principal of SMPN 4 Ponorogo, Mr. Arif Darul Faroki, S.Pd, Mrs. Dra. Nur Hidayati, M.Pd, Mrs. Irma Yuni Rianawati, M.Pd, Mrs. Rukma Yuliani, S.Pd as the program coordinator of the school literacy movement SMPN 4 Ponorogo. In addition, researchers also conducted interviews with students of SMPN 4 Ponorogo.

The documentation technique carried out by the researcher was a page of the schedule of the intensity of library visits and a list of the intensity of library visits by SMPN 4 Ponorogo students to see how enthusiastic students were in visiting the library to borrow

reading books. With documentation, it supports and adds to the trust and proof of an incident. The data analysis technique researchers use is data analysis belonging to Miles, Huberman, and Saldana. There are 4 paths to data analysis: data collection, data presentation, data condensation, and conclusion (Majid, 2017). To check the validity of the findings, researchers used triangulation and utilization of reference sources. The triangulation used is source and technique triangulation.

RESULT AND DISCUSSION

1. Data on the process of internalizing reading-loving character education through the school literacy movement program at SMPN 4 Ponorogo

The habit of reading can be instilled anywhere, including in formal educational institutions. School is a place to gain knowledge, change habits, and make oneself a superior generation. Therefore, schools hold various programs aimed at improving the quality of students. SMPN 4 Ponorogo is a school that has various programs, one of which is the school literacy program.

Based on the researchers' observations, the school literacy movement program at SMPN 4 Ponorogo is conducted every Tuesday and Wednesday for 10 minutes. It started at 07.00 and ended at 07.10. After the bell rang, the students immediately took their reading and GALA books, which they placed in the reading corner. Students read quietly for 7 minutes; then, they record the reading according to their understanding of the GALA book. The school does not determine the type of reading books so that students can choose various types of reading according to their preferences.

The school provides time for a 10-minute literacy program according to the schedule determined by the curriculum. Even though it only takes a little time, if the program is run continuously, it will produce results. It follows the statement of Mr. Arif Darul Faroki, S.Pd: "Due to adjusting the curriculum program, initially it was even once a week with a duration of 30 minutes. However, after reviewing it, it's better twice a week, even if it's only 10 minutes. It is intended so that students are more accustomed to participating in the GLS program and fostering the character of liking to read."

Mrs. Nur Hidayati, M.Pd added: "The time is flexible, so it adapts to the curriculum." Reading books come from home and can be borrowed from the school

library. Besides, students usually exchange reading material with classmates. When students have read and written, students immediately return their reading books and GALA books to the reading corner. The GALA books will be collected once a week to get initials from the teacher coordinating the school literacy movement. If students do not bring a GALA book, they can take notes on a blank sheet and when they get home, they can copy the writing into the GALA book.

When SMPN 4 Ponorogo reactivated the school's literacy movement program, students were interested and happy to run this program. It is because students like to be able to read their favorite books and can add insight and knowledge. The aim of reactivating the school literacy movement program is to re-grow the character of liking to read. As told by Mrs. Irma Yuni R., M.Pd: "Inviting students to read again and like to read, because, during the pandemic, students rarely read books. In addition, starting from a sentence, "reading is a window to the world." Whatever the activity, it must start with reading, so it must be reactivated in children's reading interest. Reading is a good habit, so what's wrong with being moved again?

Not only that, there is no strong sanction from the school for this program, including a way to attract students to be happy to participate in the school literacy movement program. It is by the narrative of Ms. Nur Hidayati, M.Pd: "Gave guidance and no sanctions." Mrs. Irma Yuni Rianawati added: "There are no sanctions for wanting to form a habit, so there is no target for punishment, only reprimands and advice. The GLS coordinator believes that students will realize everything must start with reading.

Apart from that, providing rewards by holding language competitions every month, namely October, is also a unique attraction. During the language month, there is a reading interest competition, and prizes are given in the form of novels. The reward is a book or novel when there is a reading interest contest. Not all children can get prizes, so you have to do a lot of resumes and the best ones.

Almost all indicators of fondness for reading at SMPN 4 Ponorogo can be achieved through the school's literacy movement program, such as the existence of a compulsory reading program, the intensity of library visits, and providing fun facilities for reading. It is following observations made by researchers, if the compulsory reading program is carried out every Tuesday and Wednesday, the intensity of library visits is carried out during breaks and class hours if learning is

needed in the library, facilities provided by schools such as GALA books, reading books in the library, and reading corners.

Character education for liking to read is undoubtedly related to the school literacy movement program because students are required to read books during the school literacy movement program. Starting with 1 book, which he thinks is good because it matches his interests, students will enjoy reading after a while. Not only is it monotonous to read textbooks, but all the things that we absorb and digest every sentence are called reading. Even though for 2 days, students can only read 1 page, it doesn't matter. Everything needs a process, especially since not all students have a hobby of reading.

The character of liking to read is shown by the number of reading books that students have read, taking the time to read, and exchanging readings so that they get broad insights without buying new books. Internalization of character education likes to read through the school literacy movement program if the percentage is between 50% - 75%. It is because some students don't like to read. From the results of the evaluation conducted by the coordinator of the school literacy movement, there are still problems when running this program.

Picture 1. Internalization of the school literacy movement



Picture 2. Facilities provided by the school to support the program school literacy movement





2. Data on the effectiveness of the school literacy movement program through the intensity of library visits at SMPN 4 Ponorogo

Facilities must support every program in the school. Students use facilities to run the program correctly. Enjoying reading is undoubtedly related to the number of books. Books at school will be stored neatly and collectively in the library room to facilitate library space for students as a support for the school's literacy movement program. The library is a place for students who want to find, read, and borrow books.

Various kinds of books can be borrowed by students with an estimated return of one week. It follows the narrative of Rukma Yuliani, S.Pd: "The deadline for returns is one week. If it exceeds the time limit, students are only reprimanded, not fined. Based on the researchers' observations, students visited the library every break. Student visit with a library card, then fill out the library visit book in advance, after which students can read, search, and borrow books. The library does not schedule visits to the collective library for one class, so coming to the library is the student's awareness.

The intensity of library visits is very effective when linked to character education for liking reading because the library stores a lot of books, and students can read books, which makes them like reading. In addition, students also realize that the library is a place where various reading materials are available and can increase knowledge, and library books can be used as references for reading material during literacy programs. The library also allows students to request reading books, and this is according to the statement of Ms. Nur Hidayati, M.Pd: "Yes, when students request reading books, the library team will serve them by buying them. Look first at what books the students have the most or are interested in. The more those who are interested, the more they will buy them in large quantities.

Picture 3. Library visit at SMPN 4 Ponorogo



3. Data on the implications of the school literacy movement program for character education for a love of reading at SMPN 4 Ponorogo

A program, if run continuously, will produce results. Likewise, with the school literacy movement program, many implications occur even though this program was only running one year ago. The researcher will explain some of the implications of the school literacy movement program for character education for a love of reading at SMPN 4 Ponorogo. The school literacy movement program targets all school members so that school members feel the impact without exception.

Students read a lot in their free time, often visit the library, and can channel their writing into school magazine content, including the impact felt at SMPN 4 Ponorogo. In addition, with a school literacy movement program, teachers in learning also encourage students to be diligent in reading books to improve character education for liking reading. With the existence of the school literacy movement program, the intensity list of library visits is increasing every day.

As stated by the coordinator of the literacy movement at SMPN 4 Ponorogo: "Students' knowledge increases as a result of frequent reading. Students visit the library more often." Children can channel their hobby of writing in school magazines, interest in reading increases, and children often visit the library. Teachers, during lessons, instruct students to look for assignments through printed media such as newspaper clippings. They are changing a statement if reading is essential for school programs or learning in the classroom. Besides that, the output of this program is an existing magazine published every 6 months, an anthology of articles/poems. Children often visit the library and start to like reading.

In addition, children become active and creative and dare to ask questions because students have high insight, so they dare to express themselves. Not only that but by

participating in the literacy movement program, students can think critically and ward off various hoaxes currently rife on social media. SMPN 4 Ponorogo students also experienced the implications of having a school literacy movement program. Students become fond of reading when they have free hours; during breaks, they go to the library to borrow and read books. Changes in students began to be seen, who at first did not like reading, gradually became fond of reading. Starting from compulsion, you will get used to it after a long time.

Picture 4. School magazine



Picture 5. Textual learning



Discussion

1. Analysis of the process of internalizing character education for a love of reading through the school literacy movement program at SMPN 4 Ponorogo

Reading is a necessity for every individual and is included in positive activities. It is done basically through the process of reading. Individuals do not understand without reading and seem to be doing something in vain because they lack knowledge, insight, and information. So it is not surprising that individuals are told to read and read from an early age.

SMPN 4 Ponorogo has implemented a school literacy movement program by the principles of the school literacy movement program. The school literacy movement program at SMPN 4 Ponorogo is conducted every Tuesday and Wednesday for 10 minutes before learning begins. Students read books and write their understanding of the contents of the reading in the Children's Literacy Actualization Movement (GALA) book facilitated by the school. Schools provide leeway for reading material read by students. If students exchange readings with classmates, it is allowed. Apart from that, with this program, the students of SMPN 4 Ponorogo have an increased interest in reading and reading books.

This school literacy movement program includes reading for 15 minutes which can be done at the beginning, middle, or end of learning. The duration of the literacy program can be adjusted according to school conditions. This program aims for students to love reading and make reading a lifestyle habit. This activity is carried out in stages and can be done once or twice weekly. The principles of the school literacy movement program are reading

materials, not textbooks. Students are interested in taking a fun approach, such as playing, not followed by other tasks (Kasman et al., 2017).

In line with the presentation of data and theory, the school literacy movement program is carried out for 15 minutes for the implementation time to adjust to the situation and conditions. In addition, with the literacy movement program, the character education for liking to read increases students and makes reading a necessity and a habit. Students already have their awareness of reading. They are moved in their hearts to continue reading any book without being asked. It is because, in the literacy movement program, students can choose reading books based on their interests, whether comedy, horror, romance, or fairy tales.

SMPN 4 Ponorogo has carried out 3 stages of the school literacy movement program: habituation, development, and learning. For the habituation stage, students read for 10 minutes before learning every Tuesday & Wednesday. The school literacy movement program only takes 10 minutes because it adapts to the time set by the SMPN 4 Ponorogo curriculum. As for the development stage, the coordinator of the school literacy movement made students a children's literacy actualization movement book (GALA), which is helpful for students to record the contents of reading books. In addition, the school also rewards students by holding reading interest contests, and the works of students who pass the curation will be published in school magazines with ISSN. In the last stage, namely the learning stage, teachers at SMPN 4 Ponorogo are more directing textual learning in which the answers and assignments given to students come from printed media such as magazines and newspapers.

The above data presentation aligns with the opinion of Thamrin Kasman et al., who stated that the school literacy movement program is divided into 3 stages: habituation, development, and learning. The habituation stage includes reading for at least 15 minutes, while the development stage includes making reading note cards and giving awards. At the same time, the learning stage is like giving a list of reading comprehension questions (Kasman et al., 2017). So, there are stages in carrying out the literacy movement program, and the process cannot be instant. Schools need to carry out all the stages to maximize the desired results from the program. Even though all targets have been exceeded, the name of a program still cannot run smoothly. If the school literacy movement program is presented at around 50-75%, this is because there are still many students who don't like reading, and there are several obstacles during the program.

The school literacy movement program is included in a programmed and planned effort. Due to the many complaints from teachers when student learning tends to copy and paste answers and lack literacy, the coordinator of the school literacy movement reactivates the school literacy movement program and runs it at the start of the 2021/2022 school year. According to Haynes and De Roche et al. in Sukiyat, character education is a programmed and structured business with clear and measurable targets and goals (Sukiyat, 2020).

There is continuity between data presentation and theory if character education is deliberately carried out and has clear targets and goals. The desired character education in the school literacy movement program is a love of reading. The teacher couldn't order students individually, so a literacy movement program was carried out. The target of this program is all school members, and the goal is to increase the love of reading among school members, especially students of SMPN 4 Ponorogo.

Based on the above data, SMPN 4 Ponorogo has fulfilled these three indicators. The compulsory reading program has been carried out every Tuesday and Wednesday, and the frequency of visits to the library has increased, as can be seen from the many students visiting the library. The school also provides fun facilities, including books on the Children's Literacy Actualization Movement (GALA), reading corners, and library cards. According to the Ministry of National Education, a love of reading is successful if it meets school indicators, including the compulsory reading program, the intensity of library visits, and the provision of pleasant facilities for reading (Ministry of Education and Culture, 2010). So, if the school meets the three indicators, the school is running the program well. Even though the results are not optimal, many obstacles must be addressed and evaluated.

2. Analysis of the effectiveness of the school literacy movement program through the intensity of library visits at SMPN 4 Ponorogo

SMPN 4 Ponorogo students often visit the library during recess to read, look for and borrow books. Students realize that the books in the library are very diverse, so they can be used as reading references during the literacy movement program. Not only non-fiction and study support books but many fiction books such as novels, comics, short stories, illustrated stories, and legends. Students can borrow one book with an estimated return of one week.

In addition, the library is a place that can be used by students in the success of the school literacy movement program. It is because there are no fines if students are late returning books, and students can request the desired reading material. According to the

Ministry of Education and Culture, several indicators of a liking for reading include reading story books in the school library, reading newspapers or wall magazines, reading novels and short stories, and looking for reference sources in the library (Kemendikbud, 2010).

Students at SMPN 4 Ponorogo have fulfilled the indicators of a fondness for reading. In line with the presentation of data and theory, the literacy movement program through visits to the library is very effective. It is because students can borrow books from the library as reading material during the school literacy movement program. Even though there is no intensity of collective library visits per class, students are already aware that the library is a place to borrow books, and there are many books in the library that can be read. The library also realizes that students use the library as a reference for finding reading books, so the library also needs to support a wider variety of reading materials.

The intensity of library visits at SMPN 4 Ponorogo since the existence of the school literacy movement program has increased. It can be seen that on 15 February 2023, there were around 20 students who visited the library, while on 20 February 2023, there were 35 students who visited the library. The data already shows when there is a spike in library visits. In line with Sutarno NS's statement in Rusdiana, the library also plays a role as a measure of community progress which can be seen from the intensity of library visits and use (Rusdiana, 2021). Therefore, it can be said that with the increase in library visits, progress has been made in the school literacy movement program.

CONCLUSION

Internalization of character education for a love of reading through the school literacy movement program at SMPN 4 Ponorogo is carried out every Tuesday & Wednesday from 07.00 – 07.10. Students read books stored in the reading corner and write the contents according to their understanding of the children's literacy actualization movement (GALA) book. The GALA book will be corrected by the coordinator of the school literacy movement every week. Reading materials used by students during the program come from the home and the library. If students do not run the program, they will be advised to be moved from within the students to run it properly.

The school literacy movement program, through the intensity of library visits at SMPN 4 Ponorogo, is very effective, and this is because the library has a variety of books ranging from non-fiction books to fiction books. The books in the library can be used as reading material for students to carry out the school literacy movement program. Students

can borrow one book with an estimated return of one week. Besides being able to borrow various books, students can also save on the budget for buying books. The books available in the library are helpful because librarians will sort books unsuitable for students to read. Apart from that, with the existence of the school literacy movement program, there has been a spike in library visits which can be seen every day on the library visit list.

The implications of the school literacy movement program for character education for a love of reading at SMPN 4 Ponorogo are that students diligently visit the library even though there is no schedule for one-class collective visits, and students read books more often during breaks and during free time. Students feel they have additional knowledge and insight, so students can think critically and analyze the news around them. Not only that, when students like reading novels or poetry, it makes students interested in trying to write. From there, they contribute to the novel or poetry content in the school magazine. In addition, learning is more textual, in which the teacher instructs students to look for answers in books or make assignments using print media such as newspapers and magazines. Not only that, students' interest in reading began to grow and increase.

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