

**SCHOOL LITERACY MOVEMENT AS AN EFFORT TO FORM  
CHARACTER OF READING FONDNESS FOR LOW GRADERS  
STUDENTS IN ELEMENTARY SCHOOL OF PERCOBAAN 2  
MALANG**

**THESIS**

**Written by:**

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**NIM. 16140078**



**ISLAMIC ELEMENTARY TEACHER EDUCATION  
DEPARTMENT**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY  
OF MALANG**

**2020**

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CHARACTER OF READING FONDNESS FOR LOW GRADERS  
STUDENTS IN ELEMENTARY SCHOOL OF PERCOBAAN 2  
MALANG**

**THESIS**

Presented to Faculty of Education and Teacher Training Maulana Malik Ibrahim State  
Islamic University of Malang in partial fulfillment of the requirements for the degree  
of Bachelor Education (S.Pd)

**Written by:**

**Nur Baiti Purnamasari**

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DEPARTMENT**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY  
OF MALANG**

May, 2020

**APPROVAL SHEET**

**SCHOOL LITERACY MOVEMENT AS AN EFFORT TO FORM  
CHARACTER OF READING FONDNESS FOR LOW GRADERS STUDENTS  
IN ELEMENTARY SCHOOL OF PERCOBAAN 2 MALANG**

**THESIS**

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## LEGITIMATION SHEET

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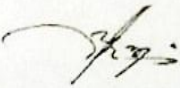
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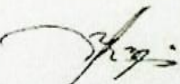
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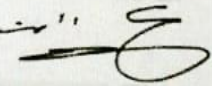
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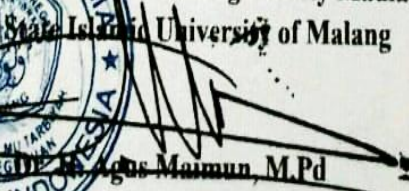
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## DEDICATION

Alhamdulillah, Praise is always researcher say to Allah SWT for all the favors and gifts that have been bestowed.

Shalawat and salam always bless to prophet Muhammad SAW because of him we get the brilion religion.

All humility, this thesis present to people who are meaningful in the lives of reseacher, as well as people who have contributed to the completion of this thesis. For you.....

### My Parents,

Mr. Slamet Basuki and Mrs. Laili Istikanah who never tired to pray, support, and motivate me in finished this education in order to achieve my ideals, so that one day they can be happy and proud.

### My Teachers and Lectures,

For the effort of my teachers and lectures who have guided me and provided knowladge in both religion and science.

### PGMI 2016,

A lot of experience and knowledge gained during the 4th years with them, especially with PGMI E' classmates. The best prayers for you guys.



**Dr. Mohamad Zubad Nurul Yaqin, M.Pd**

**The Lecture of Tarbiyah and Teaching Training Faculty**

**Maulana Malik Ibrahim State Islamic University of Malang**

**ADVISOR OFFICIAL NOTE**

**Matter : Thesis of Nur Baiti Purnamasari**

**Malang, 1 Juni 2020**

**Appendixes: 4 (four) Exemplar**

Dear,

Dean of Tarbiyah and Teaching Training Faculty

Maulana Malik Ibrahim State Islamic University of Malang

In Malang

*Assalamu'alaikum wr. Wb*

After carrying out several times for guidance, both in terms of content, language, and writing techniques, and after reading the following thesis:

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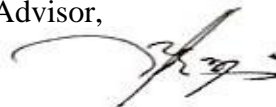
Program : Pendidikan Guru Madrasah Ibtidaiyah

Title of Thesis : School Literacy Movement AS An Effort To Form Character Of Reading Fondness For Low Graders Students In Elementary School Of Percobaan 2 Malang

As the advisor, we argue that this thesis has been proposed and tested decent. Thus please understand.

*Wassalamu'alaikum wr. wb*

Advisor,



**Dr. Mohamad Zubad Nurul Yaqin, M.Pd**

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### CERTIFICATE OF THESIS AUTHORSHIP

I hereby declare that in this thesis has ever been submitted to obtain a degree at a university, as per my understanding, also there is not opinion has ever been written or published by the other, except in writing in this text and mentioned in the bibliography.

Malang, May 15<sup>th</sup>, 2020

Auth:



Nur Baiqi Purnamasari

NIM. 16140078

## **MOTTO**

**Membaca adalah melawan (Berdikari book)**





## ACKNOWLEDGEMENT

Praise the author pray the presence of Allah SWT who has given mercy, taufiq, and his guidance, so that writer is able to finish this thesis “School Literacy Movement As An Effort To Form Character Of Reading Fondness For Low Graders Students In Elementary School Of Percobaan 2 Malang”. Shalawat and salam may remain bestowed on the Prophet Muhammad SAW, who has extended guidance and direction so that we remain in the Islamic faith.

During the process of finishing this thesis, writer realise that a lot of helps, encouragement, and motivation are given by several parties. Therefore, writer should be thankful to all parties are help to finish this thesis. In this chance, writer want to say thank you specifically for:

1. Prof. Dr. Abdul Haris, M.Ag, as Rector of Maulana Malik Ibrahim State Islamic University, Malang.
2. Dr. H. Agus Maimun, M.Pd, as Dean Faculty of Education and Teaching Training.
3. H. Ahmad Sholeh, M.Ag, as the chief of major Islamic Primary Teacher Education Program..
4. Dr. Mohamad Zubad Nurul Yaqin, M.Pd, as advisor of thesis who has taken the time to given guidance, motivation, advice, criticism, and correction in this thesis research.

5. Olim Walentiningsih, S.Pd, M.Pd, as Headmaster of Elementary School Percobaan 2 Malang, which has given permission for writer to conduct research there.
6. All the classroom teachers in low grade and the librarian of Elementary School Percobaan 2 Malang, who has taken the time, given a lot of information and motivation to finish this thesis.
7. My parents and sister, they never tired to give encouragement and motivation so that this thesis can be finished.
8. All my friends of ICP PGMI 2016, who always be mutual motivation and become discussion partners in finishing the thesis.
9. All my friends of LKSA Harapan Ummat (Mrs. Yuyun, Dian, Yulia, and Merynda), who always support and patience everytime the writer confide to them.
10. To all those who have helped complete this thesis the writer cannot mention one by one.

The writer realised that in the writing of this thesis there are many mistake. So that the writer expected criticism and suggestions from all the parties to improve the next report. I hope that the thesis can be useful for all the parties.

Malang, May 14<sup>th</sup>2020

Writer

**Nur Baiti Purnamasari**

## Translation Guidelines of Arab Latin

Translation of Arab latin in this thesis utilize translation guidelines based on decision between Minister of Religion and Minister of Education and Culture of the Republic of Indonesia no. 158 of 1987 and no. 0543b/U/1987. That is could explained as follow:

### A. Letter

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sya	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = '	ع = ,
ذ = dza	غ = gh	ي = y
ر = r	ف = f	

### B. Vokal Panjang

Vokal (a) panjang = â

Vokal (i) panjang = Î

Vokal (u) panjang = Û

### C. Vokal Diftong

أو = aw

يا = ay

أو = Û

ي = Î

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## ABSTRACT

Purnamasari, Nur Baiti. 2020. *School Literacy Movement AsAn Effort To Form Character Of Reading Fondness For Low Graders Students In Elementary School Of Percobaan 2 Malang*. Thesis, Islamic Elementary Teacher Education Departemant , Maulana Malik Ibrahim State Islamic University Of Malang. Advisor: Dr. Mohamad Zubad Nurul Yaqin,M.Pd.

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### **Key Words: School literacy Movement, Character Of Reading Fondness**

School Literacy Movement is an effort that formed holistically by schools to formed literate citizens until everlasting. The existence of school literacy movement is expected to be able create a reading culture. School literacy activities is expected to form students character, that is character of reading fondness. In forming character is needed a habit, therefore literacy activites of these students are accustomed to reading and writing.

The purpose of this research is (1) describe and explain school literacy movement as an effort to form character of reading fondness for low graders students in elementary school of Percobaan 2 Malang, (2) describe and explain the problems of school literacy movement as an effort to form character of reading fondness for low graders students in elementary school of Percobaan 2 Malang, (3) describe and explain the solution to the problems of school literacy movement as an effort to form character of reading fondness for low graders students in elementary school of Percobaan 2 Malang.

In order to that purpose can be achived, researcher used a qualitative research approach to the type of case study, reseacher attempted to describe and explain the object according in the field. Key of this instrument is a researcher. Researcher used techniques of data collection such as an observation, interviews, and documentation. As well as analytical data used by reducing data, presenting data, and collecting conclusions.

Reserach result to showed that (1) implementation of school literacy movement as an effort to form character of reading fondness for low graders student in elementary school of Percobaan 2 Malang is at the stage of habituation and development. Classroom teacher has a strategies to attract students interest so they dont get bored. (2) problematic literacy activities that occur namely technical implemetation of activity, infrastructure, and public involvement that supports literacy activities. (3) the solution to the problems of literacy activities is that each element (school principals, classroom teacher, and library staff more coodinates with each other



## ABSTRAK

Purnamasari, Nur Baiti. 2020. *Gerakan Literasi Sekolah Sebagai Upaya Karakter Gemar Membaca Kelas Rendah di Sekolah Dasar Negeri Percobaan 2 Malang*. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr. Mohamad Zubad Nurul Yaqin, M.Pd.

### **Kata Kunci: Gerakan Literasi Sekolah, Karakter Gemar Membaca**

Gerakan literasi sekolah merupakan bentuk usaha yang dibentuk secara holistik oleh sekolah agar terbentuk warga yang literat sampai kekal. Adanya gerakan literasi sekolah diharapkan mampu menciptakan lingkungan yang berbudaya membaca. Kegiatan literasi sekolah diharapkan mampu membentuk karakter peserta didik, yaitu karakter gemar membaca. Dalam membentuk karakter diperlukan suatu kebiasaan, oleh karena itu kegiatan literasi ini peserta didik dibiasakan untuk membaca dan menulis.

Tujuan penelitian ini adalah untuk (1) mendeskripsikan dan mengeksplanasikan gerakan literasi sekolah sebagai upaya pembentukan karakter gemar membaca kelas rendah di Sekolah Dasar Negeri Percobaan 2 Malang, (2) mendeskripsikan dan mengesplanakan problematika gerakan literasi sekolah sebagai upaya pembentukan karakter gemar membaca kelas rendah di Sekolah Dasar Negeri Percobaan 2 Malang, (3) mendeskripsikan dan mengeksplanasikan solusi terhadap problematika gerakan literasi sekolah sebagai upaya pembentukan karakter gemar membaca kelas rendah di Sekolah Dasar Negeri Percobaan 2 Malang.

Agar tujuan di atas dapat tercapai, peneliti menggunakan pendekatan penelitian kualitatif dengan jenis penelitian studi kasus, yaitu peneliti berusaha mendeskripsikan dan mengeksplanasikan objek sesuai apa adanya. Kunci instrumen ini adalah peneliti sendiri. Peneliti menggunakan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Serta data analisis yang digunakan dengan cara mereduksi data, menyajikan data, dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa (1) pelaksanaan gerakan literasi sekolah sebagai upaya pembentukan karakter gemar membaca kelas rendah di Sekolah Dasar Negeri Percobaan 2 Malang sudah pada tahap pembiasaan dan pengembangan. Guru kelas mempunyai strategi untuk menarik minat siswa agar tidak mudah bosan. (2) problematika kegiatan literasi yang terjadi yaitu teknis pelaksanaan kegiatan, sarana prasarana, dan pelibatan publik yang mendukung kegiatan literasi. (3) solusi terhadap problematika kegiatan literasi yaitu setiap elemen (kepala sekolah, guru kelas, dan petugas perpustakaan) lebih saling melakukan koordinasi.

## مستخلص البحث

فرناماساري، نور بيتي. 2020. حركة مهارة المدرسة على محاولة طبيعة متحمس القراءة فصل السفلى في مدرسة الابتدائية الحكومة تجربة 2 مالانج. بحث الجامعي، قسم تربية معلم المدرسة الابتدائية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور محمد زباد نور اليقين المجستير.

الكلمة المفتاحية: حركة مهارة المدرسة، طبيعة متحمس القراءة

حركة مهارة المدرسة هي محاولة التي تكون المدرسة شمولاً لتكوين المجتمع بمعرفة المهارة أبدأ. تخرج من أنشطة مهارة المدرسة لتكوين بيئة ثقافة القراءة. أنشطة مهارة المدرسة متعمد في تكوين طبيعة الطلاب وهي طبيعة متحمس القراءة. في تكوينها تحتاج إلى العادة. ولذلك بهذه الأنشطة يمارس الطلاب في القراءة والكتابة.

أهداف البحث وهي (1) لبيان حركة مهارة المدرسة على محاولة طبيعة متحمس القراءة فصل السفلى في مدرسة الابتدائية الحكومة تجربة 2 مالانج، (2) لبيان المشكلة من حركة مهارة المدرسة على محاولة طبيعة متحمس القراءة فصل السفلى في مدرسة الابتدائية الحكومة تجربة 2 مالانج، (3) لبيان حال من حركة مهارة المدرسة على محاولة طبيعة متحمس القراءة فصل السفلى في مدرسة الابتدائية الحكومة تجربة 2 مالانج.

تستخدم الباحثة في هذا البحث المدخل الكيفي بطريقة دراسة الحالة وهي الباحثة تحاول لبيان موضوع البحث كما في الواقع. والأدوات أساسية وهي الباحثة. تستخدم الباحثة طريقة جمع البيانات منها الملاحظة والمقابلة والوثائق. وتحليلها بتخفيض البيانات وتقديم البيانات والخلاصة.

نتائج البحث وهي: (1) تطبيق حركة مهارة المدرسة على محاولة طبيعة متحمس القراءة فصل السفلى في مدرسة الابتدائية الحكومة تجربة 2 مالانج في دور التدريب والتنمية. معلم الفصل لهم إستراتيجية ليسترعي ميول الطلاب ولا يمل. (2) المشكلة حركة مهارة المدرسة في تطبيق الأنشطة وبنية تحتية وتتضمن الجمهور الذي يدافع عن هذه الأنشطة، (3) وحال من المشكلة حركة مهارة المدرسة وهي كل العوامل (رئيس المدرسة ومعلم الفصل وأمير المكتبة) بإقامة التنسيق بعضهم على بعض.

## CHAPTER I

### INTRODUCTION

#### A. Background Of Study

Reading according to Tarigan is a process carried out by the reader to get the contents or messages of the writing delivered by the author through words or written language.<sup>1</sup> Reading is one of the important activities in education and it has an impact on the development of students' literacy culture. In Islamic doctrine, reading is the first appeal to do by adherents. According to the first letter that was revealed by Allah, that is in Al-Quran Surah Al-'Alaq verses 1-5.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ . خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ . اقْرَأْ وَرَبُّكَ الْأَكْرَمُ . الَّذِي عَلَّمَ بِالْقَلَمِ .  
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ.

Meaning: Recite in the name of your Lord who created, created man from a clinging substance, recite, and your lord is the most generous, who taught by the pen, taught man that which he knew not.<sup>2</sup>

From the verses above, it is clear that Allah called for adherents to read. There is repetition command to read in the first verses and third verses. The fourth verse called for mediator *kalam* namely (pen, writing). The meaning of this letter, reading, and writing is the key to knowledge.<sup>3</sup> In Surah Al-'Alaq reading has a broad meaning, that is read in the text of Al-Quran or writing

<sup>1</sup> Henry Guntur Tarigan, *Membaca* (Bandung: Angkasa, 2008), hlm. 7.

<sup>2</sup> Tarbawiyah, *Ayat Al-Qur'an yang Pertama Kali Turun dan Terakhir Turun* (<https://tarbawiyah.com>, diakses 18 September 2019 jam 20.04 wib)

<sup>3</sup> Choiruddin Hadhiri SP, *Klasifikasi Kandungan Al-Qur'an Jilid 2* (Jakarta: Gema Insani, 2005), hlm. 349.

and includes examining the whole nature.<sup>4</sup> In line with the meaning of the letter, this research read has a meaning that a process the reader to understand the content of the reading that has been read which gives virtue for the reader.

Based on data from UNESCO, Indonesia, including the crisis interest in reading. From the results of the UNESCO survey reported on the communication and information platform, told that aspect reading fondness of Indonesians is only 1 from 1000 people, the meaning is from thousand people there is only one who is interested in reading. Besides data from UNESCO, in 2015 the resulted of the research Program for International Student Assessment (PISA) showed that Indonesia occupies on rank 69 from 76 countries in the world about the ability of reading.

Reading fondness at the East Java level is still low. Based on the results of research on reading fondness and habits of the people of East Java by Darmono in 2009, it was shown that the level of reading fondness in the East Java community was 40%.<sup>5</sup> Based on theses phenomena, it can be concluded that Indonesia and especially in East Java have a low reading fondness.

Due to the phenomenon above, the Ministry of Education and Culture (Kemendikbud) has been making a program school literacy movement, in Bahasa Gerakan Literasi Sekolah (GLS). This program is one of the efforts

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<sup>4</sup> Mustolehudin, *Pemikiran Tradisi Baca Tulis Dalam Islam Kajian Terhadap Teks Al-Qur'an Surah Al-Alaq Ayat 1-5*. Jurnal Analisa, Balai Litbang Urusan Agama Semarang. No 1 th. XVIII Juni 2011.

<sup>5</sup> Nurida Maulidia Rahma, dkk, *Strategi Peningkatan Minat Baca Anak (Studi pada Ruang Baca Anak Perpustakaan Umum dan arsip Daerah Kota Malang)*. Jurnal Administrasi Publik (JAP). No 5 vol. 3 th 2015.



created holistically by schools to form literate to eternal citizens.<sup>6</sup> The existence of the GLS is expected to create a literacy environment in the school. Based on a catalog of GLS explain that GLS is a literacy activity that has a participation character. It means the implementation of GLS involves public participation, like parents, literacy activists, community, and others. GLS applied from elementary school until senior high school.

The example of an environment in which reading culture in the elementary school is all of the school's participants has a character of fondness of reading. The character of fondness of reading in education of character is student able to take the time for reading and give virtue to himself. Students can take break time, free time, waiting for pickup and the others for reading activity.

Grow a character cannot be instant or innate from birth. But through activities carried out repeatedly or continuity. The same with growing a character of fondness of reading to student. It needs a habituation early on and continuous activities. In growing the character of fondness of reading on students not only through continuous activities but also the school also provides facilities and infrastructure that support the habit of reading fondness characters.

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<sup>6</sup> Direktorat Jenderal Pendidikan Dasar dan Menengah Kemetrian Pendidikan dan Kebudayaan, *Panduan Gerakan Literasi Sekolah di Sekolah Dasar* (Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kemetrian Pendidikan dan Kebudayaan, 2016), hlm. 2.



The medium of growing a character of fondness of reading can be through education in the school because reading is a part of knowledge. Growing the character of fondness of reading the school has to support and facilitate students through the reading room. Also, provide storybooks according to the stage of students' development and make interesting literacy activities and the others.<sup>7</sup> The development of reading fondness in school is carried out thoroughly in every grade level. Especially in the low class. That is because reading is an initial ability that must be possessed by students.

School informing character reading of fondness can apply the GLS program which has been made by *Kemendikbud*. Implementation of GLS has three steps, that is habituation, development, and learning. In the habituation step, reading activity for low-class focus on identify and make an inference, prediction to picture. Then in the development step for low-class, reading activity focus on spelling a sentence and understanding words in a story and reading a picture for understanding the storyline. In the learning step, in the lower classes already started in understanding vocabulary, grammar, interpreting and responding to reading, and listening well.

GLS has been applied in every school, both public and private. However, not all schools able to implement in accordance with the stages and GLS guide. Several factors affect, they are facilities and literacy infrastructure

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<sup>7</sup> Agus Zaenal Fitri, *Pendidikan Karakter Berbasis Nilai & Etika di Sekolah*, (Jogjakarta: Ar-Ruzz Media, 2012), hlm. 39.

is not supported yet, lack of support, and all school participants still passive, also lack of literacy programs that foster interest in reading and support learning activities.

Based on some of the results of previous research, several elementary schools in Malang are not fully in accordance with the school literacy movement guidebook. One of them is the results of research by Khusnul Khotimah, in the journal entitled implementation of the school literacy movement. The results of this study indicate that the achievement of literacy activities is 63,8%.<sup>8</sup> There are still many obstacles in carrying out appropriate literacy activities based on the guidebook for the school literacy movement.

GLS is one way that is implemented in shaping children's character education, elementary school of Percobaan 2 Malang goes through a habit. The school has received the Widya Pakerti Nugraha award at the level of East Java Province. The award was given to the school for implementing character education in learning activities.

Every school has own way to implement GLS. Like in SDN Percobaan 2 Malang which has been implementing GLS since 2016. The result from observations made by researcher that in SDN Percobaan 2 Malang in carrying out literacy activities have been scheduled, that every Tuesday and Wednesday. From this schedule, literacy activities are organized and directed.

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<sup>8</sup> Khusnul Khotimah, dkk. *Pelaksanaan Gerakan Literasi Sekolah*. Jurnal Pendidikan, Universitas Negeri Malang. No. 11 vol. 3 November 2018.

Literacy activities in SDN Percobaan 2 Malang involving all elements such as teachers, students, library staff, parents, and others. The implementation of literacy activities submitted to each homeroom teacher. Nobody oversees or evaluates it even though there is already a special team or called the school literacy team. That is because the literacy team is not yet working. Therefore, the policy and technical implementation of literacy activities in each class is different. Beside that, SDN Percobaan 2 Malang also there are no clear results from indicators of achievement of literacy activities.

SDN Percobaan 2 Malang in implementing literacy activities does not completely invited the public. According to an interview with one of teacher in SDN Percobaan 2 Malang said that, to involve public still with parents in term of donating books for corner reading in the classroom. For the development of literacy activities still in the class. There are no collaborative literacy activities with a community or mobile library in SDN Percobaan 2 Malang.<sup>9</sup>

Aside from the lack of maximum public involvement, also in internal involvement. Like, involve with library staff. Since 2016 until now the school has not literacy activities made by library staff. According to an interview with Miss Yuni as a library staff said that facilities of the library still on borrowing books and doing work.<sup>10</sup>

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<sup>9</sup> Wawancara dengan Fitri Yuliani, di SDN Percobaan 2 Malang, tanggal 14 Oktober 2019.

<sup>10</sup> Wawancara dengan Yuni Hardiana, Petugas Perpustakaan di SDN Percobaan 2 Malang, tanggal 18 Oktober 2019.

It has an impact on literacy activities in SDN Percobaan 2 Malang which is still limited. Resulted from researcher observations, there is no variant activities for students. One of teacher said that literacy activities still reading, writing the result of reading, and storytelling.<sup>11</sup> This activity is repeated according to the schedule. From this observation, there is no interesting activity yet to develop student's reading ability in the lower class. Actually, in the GLS catalog, there are already examples of variant literacy activity which can interest and develop the student's reading ability in a lower class.

According to an interview with some of the teacher in the lower-class said that, from the results of literacy activities that have been working, students in the lower class can not distinguish fact and fiction, explain the message, understand storyline and others. Actually, this reading ability suitable for the GLS guide is an indicator that must be achieved by students in low grades.

Based on the explanation above, the researcher interest to examine more deeply and carried the topic in the thesis research with the title **“School Literacy Movement As An Effort To Form Character Of Reading Fondness For Low Graders Students In Elementary School Of Percobaan 2 Malang.”**

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<sup>11</sup> Wawancara dengan Fitri Yuliani, di SDN Percobaan 2 Malang, tanggal 14 Oktober 2019.

## **B. Focus Of Study**

According to the problem above, this focus of the study is as follows.

1. How is school literacy movement as an effort to form the character of reading fondness for low graders students in elementary school of Percobaan 2 Malang?
2. How are the problems of school literacy movement as an effort to form the character of reading fondness for low graders students in elementary school of Percobaan 2 Malang?
3. How is the solution of problems about school literacy movement as an effort to form the character of reading fondness for low graders students in elementary school of Percobaan 2 Malang?

## **C. Objective Of Study**

According to the focus of the study above, this objective of the study is as follows.

1. Describing and explaining school literacy movement as an effort to form the character of reading fondness for low graders students in elementary school of Percobaan 2 Malang
2. Describing and explaining the problems of school literacy movement as an effort to form the character of reading fondness for low graders students in elementary school of Percobaan 2 Malang



3. Describing and explaining the solution of the problems school literacy movement as an effort to form the character of reading fondness for low graders students in elementary school of Percobaan 2 Malang

#### **D. Significance Of Study**

This researched results are expected to be useful for all stakeholders. The significance of this research both theoretically and practically. In theory, can be utilized for adding to the repertoire of knowledge about GLS and the character of reading fondness. While in practice can be as reference in implementation GLS and character of reading fondness. The following are the parties involved.

1. For SDN Percobaan 2 Malang Institution

This researched can be used as data of evaluation and enrich theory about GLS and education of the character of reading fondness. Also, this researched can advance and develop GLS and education character of reading fondness in lower grades.

2. For Development of Knowledge

Hopefully, the results of this study can be used as a reference in develop of knowledge about GLS also form the character of reading fondness in lower grades.

3. For Teacher

The results of the study can add to the treasury of knowledge regarding the development of GLS and the formation of reading fondness characters.

Also, can be used as a solution by the teacher in implementing GLS as the forming of characters of reading fondness low grade in SDN Percobaan 2 Malang.

#### 4. For Student

The results of this study, students can find out about the importance of GLS and understand the character of reading fondness on himself. Also can develop the ability to read and become someone who has a character of reading fondness.

#### 5. For Researcher

The results of this study for researchers will be able to increase understanding of GLS and the formation character of reading fondness, thus researchers can develop and apply while teaching.

### **E. Originality Of Study**

Researchers in arranging this research collects the results of previous research as a reference material. Researches that have been collecting are similar or close research, but also different from the title or contents. For more detail researcher will describe previous research that has been taken.

The first research from Reny Nuril Hidayati, she is from State Islamic University Maulana Malik Ibrahim Malang, Faculty of Tarbiyah Departement of Madrasah Ibtidaiyah Teacher Education S1 year 2013 with the title: The Internalization of Character Education Values in School Literacy Movement

on Second Grade Students at Muhammadiyah Primary School 9 Malang.<sup>12</sup>

This research is motivated by the enthusiastic of school that has implemented the school literacy movement where the program to increase student character.

From a result of the research, explained the school literacy movement able to increase the character of a student. The school has done a reading habitation and writing early on. The activities are continuously implemented until the values of character education can get and united in students.

Similar this research with previous research is similar to discuss school literacy movement program. Although there are a similar, thus research has a different content, thus research focuses on internalization all values of character education through school literacy movement. While the researcher's focuses on effort school literacy movement to form reading fondness character low grades at SDN Percobaan 2 Malang.

The second research from M. Azka Arifian, he is from State Islamic Institute of Religion Salatiga, Faculty of Tarbiyah Departement of Islamic Education S1 year 2017 with title: Implementation of School Literacy Movement at SMPN 06 Salatiga academic year 2016-2017.<sup>13</sup> This research is motivated by schools that have implemented a school literacy movement which is the

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<sup>12</sup> Reny Nuril Hidayati, *"Internalisasi Nilai-Nilai Pendidikan Karakter Dalam Gerakan Literasi Sekolah Pada Siswa Kelas 2 Di Sekolah Dasar Muhammadiyah 9 Kota Malang"*, Skripsi Jurusan Pendidikan Guru Madrasah Ibtidaiyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Maulana Ibrahim Malang, 2017.

<sup>13</sup> M. Azka Arifin, *"Implementasi Gerakan Literasi Sekolah di SMPN 06 Salatiga Tahun Ajaran 2016-2017"*, Skripsi Jurusan Pendidikan Agama Islam Fakultas Ilmu Tarbiyah dan Keguruan IAIN Salatiga, 2017.

school library was included in the provincial level nominations for 2015-2016.

This result of the research is described as implemented and problematic school literacy movement. According to the steps of school literacy movement, the school already at the learning stage. Although already thus step, the school still getting problematic on the process of implementing it.

This research becomes a reference for the researcher because there is a similar, that is about school literacy movement. As for the difference that is at the education unit level. Not only that, this research only focuses on implemented of school literacy movement. While a focus of research that the researcher will be researched is on effort school literacy movement to form reading fondness character low grades at SDN Percobaan 2 Malang.

The third research from Yesifa Hesti Kusumastuti, she is from State Islamic Institute of Religion Ponorogo, Faculty of Tarbiyah, Jurusan Departement of Madrasah Ibtidaiyah Teacher Education S1 year 2018 with the title: The Effect of School Literacy Program and School Environment on Reading Interest in Grade V Students at Integrated Islamic Elementary School Qurrota A'yun Ponorogo.<sup>14</sup> Similar research is that researching about school literacy program which one can to increase students' interest in reading. The difference is that this research beside researching about school literacy

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<sup>14</sup> Yesifa Hesti Kusumastuti, "*Pengaruh Program Literasi Sekolah dan Lingkungan Sekolah Terhadap Minat Baca Siswa Kelas V di SD Islam Terpadu Qurrota A'yun Ponorogo*" Skripsi Jurusan Pendidikan Guru Madrasah Ibtidaiyah Fakultas Tarbiyah dan Keguruan IAIN Ponorogo, 2018.

program also researching the effect of school environment to increase students' interest in reading. While the researcher will be researched which is focus on effort school literacy movement to form reading fondness character low grades at SDN Percobaan 2 Malang.

The fourth, studies were from Zuhrami Dewi Isnarmi, from Padang State University, Pancasila and citizenship Education Study Program, Journal of Civic Education in 2018 with the title: Cultivating Character in the School Literacy Movement Program at Jnior School 18 of Padang.<sup>15</sup> Part of the equation of this research is both examining the character of reading fondness through the school literacy movement. While the difference in the level of education and research methods.

**Tabel 1.1**  
**Originality of study**

No	Profil	Equation	Difference	Originality of Study
1.	Reni Nuril Hidayati, 2017, with title "The Internalization of Character Education Values in School Literacy Movement on Second Grade Students at Muhammadiyah	1. Subject of study in low grade 2. explain about character of reading fondness	1.The implementation of literacy activities in addition to containing the value of reading fondness/ also contains the value of the character of discipline, creativity, curiosity, respect for	1.describe and explain the school literacy movement as an effort to form a character of reading fondness low grade at SDN Percobaan 2 Malang. 2.this study uses a

<sup>15</sup> Zuhrami Dewi Isnarmi, *Penanaman Karakter dalam Program Gerakan Literasi Sekolah di SMP Negeri 18 Padang*. Journal of Civic Education, Universitas Negeri Padang. No. 4 vol. 1 tahun 2018.



	Primary School 9 Malang”.		achievement, friendly or communicative, responsibility.  2. The research method is qualitative descriptive	qualitative approach and the type of research is a case study.
2.	M.Azka Arifian, 2017 with title: “Implementation of School Literacy Movement at SMPN 06 Salatiga academic year 2016-2017”.	1. There is an activity reading a storybook.	1. The difference in the level of education unit is, junior high school  2. Literacy activities are already at the learning stage.  3. The research method is qualitative descriptive.	
3.	Yesifa Hesti Kusumastuti, 2018, with the title: “The Effect of School Literacy Program and School Environment on Reading Interest in Grade V Students at Integrated	1. There is no specific team for literacy activities.	1 The research method is quantitative.  2.research subject in high grade. While research subjects were low -grade students.	

	Islamic Elementary School Qurrota A'yun Ponorogo.”			
4.	Zuhrami Dewi Isnarmi, 2018, with the title: “Planting Caharcter in the School Literacy Movement Program at Junior High School 18 of Padang”.	1.Discusses character who like to read in GLS.	1. different educational unit levels, namely junior high school.  2. the research method is also different, namely qualitative descriptive.	

## F. Definition Of The Key Term

As an effort to avoid misunderstanding in interpreting the problem of this study, it is necessary to affirm the terms of this study.

### 1. School Literacy Movement

GLS is an effort that is done by the school in the form of reading habit and writing based on the school literacy movement guide published by kemendikbud.

### 2. Form of Character

A habit to form behavior or character of reading fondness.

### 3. Reading Fondness

In this research, the meaning of reading fondness is students with their own volition are willing to take the time to read. However, in this research, not only that but also from reading fondness students can explain information that they get communicative and critical thinking.

#### 4. Low Grades

Students in first-grades through third-grades in elementary school.

### **G. Systematic Of Studi**

As for systematic discussion in this research consists of six chapters.

CHAPTER I: Introduction, background of study, focus of study, the objectivity of the study, significance of the study, originality of the study, define of the key terms, and systematic of study.

CHAPTER II: Literature review, about theoretical explanation and conceptual in related to what will be researched. Also about the framework of research that will be examined.

CHAPTER III: Research methodology, about approach and research design, the presence of researchers, research location, dan and data source, technique of collecting data, data analyze, also the research procedure that will do by researcher.

CHAPTER IV: Exposure to data and research findings, contains a description of the data description used to answer the context of the problem and research findings that researcrcs obtained at the study site.

CHAPTER V: Discussion of research results, contains a discussion of research findings that have been described in chapter 4 has significance for the entire study, then analyzed to find the results of research conducted by researchers while in the field, as well as the results of the formulation of the problem.

CHAPTER VI: Closing, contains conclusions and suggestions. The conclusions obtained from the results of research that has been done, as well as suggestions that can be used to improve activities that need to be developed.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Authentic of School Literacy Movement

There are various opinions that interpret literacy. According to the Dictionary of Bahasa (KBBI), literacy is the ability of reading and writing.<sup>16</sup> Literacy according to UNESCO's declaration is a practice and social relation that related to knowledge, languages, and cultures. Literacy is gaining in popularity around 19 century. At that time along with the widespread impact of the printing press (Revolusi Guttenberg).<sup>17</sup> Initially literacy only about reading and writing that used as a differentiator between literate with illiterate.

As the times evolve, terms of literacy began to develop and related with terms of knowledge a skill. The government has been decided on six components in basic literacy, such as *calistung* skill (reading, writing, and counting skill), science, information technology and finance, culture, and citizenship.<sup>18</sup> According to the law of the Republic of Indonesia, Number 3 of 2017 Regarding Bookkeeping System explain that literacy skill to interpret information critically thus people can access knowledge and technology as an

<sup>16</sup> KBBI Daring, <https://kbbi.kemdikbud.go.id>, (diakses tanggal 9 Oktober 2019 jam 09.53 Wib).

<sup>17</sup> Pusat Penelitian Kebijakan Pendiidkan dan Kebudayaan Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan, *Indeks Aktivitas Literasi Membaca 34 Provinsi* (Jakarta : Pusat Penelitian Kebijakan Pendiidkan dan Kebudayaan Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan, 2019), hlm. 11.

<sup>18</sup> Kementerian Pendidikan dan Kebudayaan, *Jendela Pendidikan dan Kebudayaan VI*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016), hlm. 6.



effort to increase the quality of his life.<sup>19</sup> In line with the government's rules, in the 21st century to interpret literacy is a skill of short out information or it is called information literacy.

Literacy can not release from education. Besides family, education also contributes to be medium to provide literacy. From education, students can identify, understand, and apply knowledge that they got in school. In GLS, literacy has the meaning as access skill, understand, and use something intelligently through various activities including, reading, seeing, listening, writing and speaking.<sup>20</sup>

GLS is an effort or activity that has participatory with involve school's citizens (students, teachers, headmaster, education staff, school comittee, parents), academics, publisher, ect and stakeholders under the coordination of the directorate general of primary and secondary education of the ministry of education and culture.<sup>21</sup> The involvement of all parties is an important component in developing GLS.

Kemendikbud explained that GLS is a social action who needs collaboration from all elements. GLS activity is a tool to build students' habit of reading. Habit of reading students can begin with 15 minutes of reading.

<sup>19</sup> Undang-Undang Republik Indonesia nomor 3 Tahun 2017, *Sistem Perbukuan*, hlm. 14.

<sup>20</sup> Direktorat Jenderal Pendidikan Dasar dan Menengah Kemetrian Pendidikan dan Kebudayaan, *Panduan Gerakan Literasi Sekolah di Sekolah Dasar* (Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementrian Pendidikan dan Kebudayaan, 2016), hlm. 2.

<sup>21</sup> Direktorat Jenderal Pendidikan Dasar dan Menengah Kemetrian Pendidikan dan Kebudayaan, *Desain Induk Gerakan Literasi Sekolah Dasar* (Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementrian Pendidikan dan Kebudayaan, 2016), hlm. 7.

The activity performed by teachers and students with reading silently. GLS activities not only up to that stage but also continues to development stage and the last step is learning.

GLS is applied in formal education starting from basic education to secondary education. GLS is an activity that involves all components to implement literacy activity. GLS is formed as one of way to prepare students to confront the demands of the 21st century. Students reading skills are required to have the ability to understand information analytically, critically, and reflective.

Thus, GLS is one of an effort to form students reading habit and writing by involving all of schools' citizens (students, teachers, headmaster, education staff, and others) which is GLS under the supervision of the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture.

GLS program has a general-purpose and specific. The following explains both of purpose:<sup>22</sup>

1. General-purpose

Cultivating the character of students through the acculturation of the school literacy ecosystem which is realized in the GLS so that they become lifelong learners.

2. Specific Purpose

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<sup>22</sup> Op Cit, Kementerian Pendidikan dan Kebudayaan, hlm. 11.

- a. Cultivating literacy culture of students' reading and writing at school.
- b. To increase citizens capacity and school environment becomes literate.
- c. Creating schools as a learning park which are fun and child-friendly so as schools citizen able to manage knowledge.
- d. Maintaining the continuity of learning by attending a variety of reading books and accommodating various reading strategies.

### 1. Strategies to Build a School Literacy Culture

In building a school literacy culture is needed a strategy. According to Kemendikbud which quotes *A Principal's Guide to Literacy Instruction* explains several strategies in creating literacy culture positive at school.<sup>23</sup>

#### a. Conditioning the physical environment-friendly literacy

The physical environment is the first thing that has been seen and felt by school people. Therefore, the physical environment needs to be seen to be friendly and conducive to learning. School which supports development literacy culture, it is recommended to display the work of students in all areas of the school, including a corridor, headmaster's room an teacher's room. Furthermore, students' creation replaced regularly to give a chance for all students. Not only that, a student can access books and reading material in reading corner at their class, office, and another area at school. In the

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<sup>23</sup> Ibid., hlm. 12-15.

headmaster's room, there is a student work, it will give a positive impression about the school's commitment to the development of literacy culture.

- b. Strive for social environment and effective as a model of communication and literal interactions.

The social environment and effective was built thorough model of communication and interactions of all schools' components. It can be developed with recognition of student achievement throughout the year. The awarding can be done during ceremony activity every week to appreciate the progress of students in all aspects. Literacy is expected to color in all important celebrations throughout the school year. It can be carried out in the form of book festivals, poster contests, storytelling, and so on. The headmaster should active in literacy activate, such as build collaborative culture between teachers with educational staff. Therefore, each person can be involve according to their expertise. The role of parennts as a literacy volunteer will further strengthen the school's commitment to the development of literacy culture.

- c. Strive for school as a literal academic environment

The school provides a considerable amount of time for literacy learning. One of them is by carrying out the activity of reading silently and the teacher reads the book aloud for 15 minutes before the lesson. To support the ability of teachers and staff, they need to be given opportunity to

participate in educational staff training programs to increase understanding of the literacy program, realization, and implementation.

**Table 2.1 Literate School Ecosystem**

a. Physical environment	
1.	Students' work is displayed throughout the school environment, including corridors and offices (principals, teachers, administration, counseling guidance)
2.	The work of students is rotated regularly to provide equal opportunities to all students.
3.	Books and other reading material are available in reading corners in all classes.
4.	Books and other reading material are also available for students and parents/visitors in offices and other rooms.
5.	The headmaster's office displays student work and books for children.
6.	The headmaster is willing to have a dialogue with the school community.
b. Social and Affective Environment	
1.	Appreciation for student achievement (academic and non-academic) is given routinely (every week/month. Monday's ceremony is one of the good opportunities for weekly awards.
2.	The headmaster is actively involved in literacy development.
3.	Celebrating national with literacy, for example celebrating Kartini day by reading his letters.
4.	There is a culture of collaboration between teachers, staff by recognizing each other's expertise.
5.	There is sufficient time for staff to collaborate in carrying out literacy programs and matters related to their implementation.
6.	School staff are involved in the decision-making process, especially in carrying out literacy programs.
c. Academic Environment	
1.	There are TLS of conducting assessment and planning. If needed, there is assistance from external parties.
2.	Special and sufficient time is provided for learning and reading habits: quiet reading, reading a book aloud, reading together, reading with guidance, discussing a book, reading a book, presenting.



3.	The time of literacy activities is maintained so as not to be sacrificed for other purposes.
4.	It was agreed the period of time for TLS discuss the implementation of GLS
5.	Fiction and nonfiction books are available enough in school. Fiction storybooks are as important as science-based books.

## 2. The Implementation Of School Literacy Movement

The school literacy movement program is carried out in stages by considering the readiness of schools throughout Indonesia. This readiness includes readiness capacity's school (availability of facilities, reading material, literacy facilities, and infrastructure), the readiness of school residents, and readiness of other support systems (public participant, institutional support, and relevant policy tool).<sup>24</sup>

GLS is carried out in three stages, namely, the stage of habituation, development, and learning. For more details, following the explanation of each stage.

### a. The stage of habituation

In these stages, it aims to foster interest in reading and in reading activities within the school community. The thing that becomes the foundation to develop students' literacy skills is to foster interest in reading.<sup>25</sup>

Therefore, in this stage explain reading activities.

<sup>24</sup> Ibid. Hlm. 5.

<sup>25</sup> Ibid.hlm 7-22.

Before explaining the reading activities, we need to know about the principals of reading activities. The following are the principles:

- 1) Storybooks
- 2) Books that are read of interest to students. Students are introduced to read a book that they brought from their homes.
- 3) Reading activities are not followed by the tasks of memorizing stories, writing synopses, and others.
- 4) The activity of reading in these stages can be followed by informal discussions about books that are read or fun activities related to books that are read. Responses in the discussions and follow-up activities were not assessed/evaluated.
- 5) The activity of reading takes place in comfort and fun. The teacher greets students and tells stories before reading books and asking them to read books.

At this stage of habituation, the activities of reading and structuring literacy environment are described as follows:

- 1) Reading a storybook for 15 minutes before the lesson begins. Reading activities that can be done is to read books aloud and read silently.

**Tabel 2.2 Steps to Reading Aloud**

Reading steps	Activity
1.Preparation	<ul style="list-style-type: none"> <li>a) Understanding the purpose of reading aloud, its fostering interest in reading, demonstrating, how to read, and making students fluent reading.</li> <li>b) Knowing the level of thinking and reading ability of students.</li> <li>c) Choosing books that are of good quality and have contents that are appropriated to the level and interest of students.</li> <li>d) Carry out pre-reading and re-reading activities with the aim:               <ul style="list-style-type: none"> <li>1) Knowing the course of the story, or the content/ message in each book that is read;</li> <li>2) Knowing where the punctuation is making it possible to adjust the tone of voice to attract or determine when to pause.</li> <li>3) Anticipating questions asked by student; and</li> <li>4) Make a prediction or connect the content of the reading with other relevant topics</li> </ul> </li> <li>e) Write questions as discussion material.</li> <li>f) Train intonation, volume, and body movement so that they can read books with interesting and facial expressions that support storytelling.</li> </ul>
2.Before reading aloud	<ul style="list-style-type: none"> <li>a) start by greeting students and mention the reason for choosing the reading.</li> <li>b) Show the cover of the storybook to be read and conveys a brief description of the story.</li> <li>c) mention of titles, author and book illustration.</li> <li>d) explores the experience of students, for example by asking: have any of them ever read the book? Anyone have the book? Or can anyone guess what is in the book?</li> <li>e) start exploring illustrations, if they are in a book or reading material.</li> <li>f) reading a book in a very interesting way.</li> </ul>

3. Reading aloud	<p>a) sounds can be heard by all students: not too fast, accompanied by intonation, expression, and gestures that match the contents of the story.</p> <p>b) be friendly.</p> <p>c) respond to students' comments and questions.</p> <p>d) remind students to listen.</p> <p>e) share information and discuss it while reading a book.</p> <p>f) invite active students to ask questions.</p> <p>g) invite students to tell what was read and thought related to reading material.</p>
4. after reading aloud	<p>a) demand to students to ask some questions.</p> <p>b) if no one asking, the teacher can give a question.</p> <p>c) ask students to retell the reading in their own words.</p> <p>d) putting books or reading material in a place that easily seen and reached by the hands of students.</p> <p>e) listing the title of the book that has been read.</p>

**Table 2.3 Activity of Silent Reading**

Step of reading	Activity
1. preparation	<p>a) understanding the purpose of reading silently, which is to foster students' interest in reading.</p> <p>b) make sure that readings are in accordance with students' reading skill levels.</p>
2. before reading silent	<p>a) offer to students whether they choose their own books to read from the reading point of the class or bring it themselves at home.</p> <p>b) freeing students to choose books that match their interests.</p> <p>c) give motivation to a student that they must read the book until finished within a certain time, depending on the thickness of the book.</p> <p>d) allow student to look for another book if the content of the book</p>

	are considered less attractive. e) allow students to choose the place where the discussion for reading. f) providing a book with varied types and titles.
3. silent reading	Students and teachers read a book for 15 minutes.
4. after silent reading	Teachers can use 5-10 minutes after reading to ask students about content that have been read.

- 2) Enrich reading collection to support 15-minute reading activities.
- 3) Enabling the school's physical environment through the use of school infrastructure and suggestions, including libraries, class book corners, reading areas, school gardens, canteens, UKS, etc. To foster interest in reading by school residents, this infrastructure can be enriched with text-rich material.
- 4) Involve with the literacy community in 15 minutes reading activity and for adding book collection for corner library in class.

b. Stage of Development

In this stage, literacy activities aim to develop the ability to understand reading and relate with their experience, think critically, and cultivate communication skills creatively through activities that respond to enrichment reading.<sup>26</sup> The principles in this stage:

- 1) Storybook

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<sup>26</sup> Ibid. Hlm. 27-44.



- 2) Books that are read of interest to students. Students are introduced to read a book that they brought from their homes.
- 3) The activity of reading at this stage can be followed by the tasks of drawing, writing, crafts, motion art and the role to respond to reading, which is adjusted to the level and ability of students.
- 4) Assessment of student respond to their reading are nonacademic and focus on student's attitude in the activity. Teacher gives a comment on student's working is motivating.
- 5) The activity of reading which in fun areas.

Activities at the development stage, as follows:

- 1) 15 minutes reading every day before the lesson start

In this stage, reading activity can be done in four ways, reading aloud, guided reading, reading together, and independent reading. The activity of Reading aloud is done by the teacher reading books or from reading material and inviting students to listen and respond actively to reading. This activity is interactive because the teacher demonstrates how to think about responding to reading, present, and invite a student to do the same thing. This activity is carried out to understand new vocabulary.

In the guided reading process, students make small groups. The groups that have been formed are adapted to the ability to read. The process of this activity aims to improve student understanding.

The activity reading together can be done with the teacher and students are reading together, and then students take turns reading. This method has aims to give experience for students to reading aloud and increase their fluency. The teacher teaches strategy of reading to students.

The next is independent reading, in this process student choose a book that they are like to read and read it independently. One of the forms of independent reading activities is read silently. Independent reading activities can be followed by continue activity like a make story map or another activity to responding to reading.

- 2) Choose fiction an nonfiction enrichment books.
  - 3) Discuss the story.
  - 4) Notes after reading.
- c. Stage of learning

At the learning stage, literacy activities can be carried out as follows.<sup>27</sup>

- 1) Teacher looks an effective teaching methods to develop the literacy skills of students. To support it, the teacher can conduct classroom action research.
- 2) Teachers develop your own plan using various media and teaching materials.
- 3) Teachers carry out learning by maximizing us of literacy facilities and infrastructure to facilitate learning.

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<sup>27</sup> Ibid., hlm. 62-65.

- 4) The teacher applies various reading strategies ( reading books aloud, guided reading, reading together) to improve students' understanding of learning material.

The principles of activities at the learning stage, as follows.

- 1) Reading activities are adjusted to the literacy ability (level of reading and writing ability) of students and the purpose of reading activities.
- 2) Reading activities is vary, by providing a balanced portion for reading aloud, reading independent, guided reading, and reading together.
- 3) The teacher uses fiction and nonfiction enrichment books to enrich students' understanding of teaching materials and textbooks.
- 4) Teaching focuses on processes, not on results. Students share and discuss the draft work to get input from teachers and their friends.
- 5) The activity of responding to reading takes into account multiple intelligences and the diversity of students' learning styles.
- 6) The teacher modeling and mentoring students.

#### **B. Character Of Reading Fondness**

The etymological character comes from Yunani, *Charassein*, meaning *to engrave*. The meaning of *to engrave* is carving, painting. From the meaning, the word in relation to the character can be interpreted as a painting of the soul. The meaning of this soul painting is an embodiment of behavior.<sup>28</sup> In

<sup>28</sup> Samrin, *Pendidikan Karakter Sebuah Pendekatan Nilai*. Jurnal Al-Ta'dib, IAIN Kendari. No. 1 th. 9 Januari-Juni 2016.

English, the character is translated which means *tabiat, budi pekerti, watak*.<sup>29</sup>

According to KBBI, character that distinguishes someone from another.

In terminology, the character is defined as human nature in general which is influenced by factors of life itself. Character is the values of behavior related to God Almighty, self, human beings, the environment, and nationality, manifested in thoughts, attitudes, feelings, words, and deeds based on religious norms, law, culture, and others.<sup>30</sup> Character also interpreted as a reflection of the nation's character, it means the nation with character is a nation of morality and character.

Some experts argue about the meaning of character. According to Thomas Lickona in "Character Education strategies to Build the Character of Civilized Nation" explains that character is a person's natural nature in responding to situations morally.<sup>31</sup> The intended nature can be actualized in the form of one's actions through good behavior, honesty, responsibility, respect for the others. Another definition also put forward by Suyanto, he said that character is a way of thinking and behaving someone who is his trademark in his life and working together, both in the family, community, nation, and state.<sup>32</sup>

In the perspective of Islam, the character also be called morally. Morals is a result of the process of applying the *shari'a* (worship and *muamalah*) which is

<sup>29</sup> Jhon Echols, *Kamus Populer* (Jakarta: Rineke Cipta Media, 2005), hlm. 37.

<sup>30</sup> Agus Zaenul Fitri, *Pendidikan Karakter Berbasis Nilai dan Etika di Sekolah*, (Jogjakarta: Ar-Ruzz Media, 2012), hlm. 20-21.

<sup>31</sup> Agus Wibowo, *Pendidikan Karakter Strategi Membangun Karakter Bangsa Berperadaban* (Yogyakarta: Pustaka Pelajar, 2012), hlm. 32.

<sup>32</sup> Ibid., hlm. 33.

based on solid aqeedah condition and relies on the Qur'an and al-Sunnah (Hadith).<sup>33</sup> Morals are a differentiator between humans and other creatures. That is caused by the absence of human morals that will lose the degree of being the most honored servant of God. As explained in Surah At-Tin verses 4-6.

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ (4) ثُمَّ رَدَدْنَاهُ أَسْفَلَ سَافِلِينَ (5) إِلَّا الَّذِينَ

آمَنُوا وَعَمِلُوا الصَّالِحَاتِ فَلَهُمْ أَجْرٌ غَيْرُ مَمْنُونٍ (6)

Meaning: surely we created man of the best stature. Then we reduced him to the lowest of the low. Save those who believe and do good works, and theirs is a reward unfailing.<sup>34</sup>

Character cannot be separated from educational institutions. Character learning integrated with subject, extracurricular, kokulikuler, and intracurricular. There are 18 character values. One of the character values is the character of reading fondness. Fondness according to KBBI is very fond, while reading is to see and understand the contents of what is written. Reading is a process of processing critical and creative reading with the aim is to obtain

<sup>33</sup> Musrifah, *Pendidikan Karakter dalam Prespektif Islam*. Jurnal Edukasia Islamika, STAI Brebes. No. 1 th 1 Desember 2016.

<sup>34</sup> Muhammad Abduh Tuasikal, *Tafsir Surat At-Tiin: Pahala yang Tidak Terputus Hingga Tua* (<https://rumaysho.com>, diakses 25 Oktober 2019 jam 08.01 wib)



an understanding of reading, as well as an assessment of the circumstances, values, and impact of reading.<sup>35</sup>

According to Anderson, he said that read is a process of encoding and decoding.<sup>36</sup> It means a password in the form of writing that is interpreted to be what the author wants to convey (password) can be understood by the reader. The definition of reading according to Harjasujana and Mulyati is the development of skills that originate from words and continue to critical reading.

Reading fondness is the pleasure in carrying out a process of understanding the contents of the text being read so that it can summarize the contents of the reading using one's own language and be able to explain it verbally. Because it has become a pleasure, the someone will read a book every day.

According to Suyadi, reading fondness is a habit that has become his awareness to provide a special time to read various information, books, journals, magazines, newspapers, and others. In lin with Suyadi, Kemendikbud said that fondness of reading is the habit of providing time to read various books that provide virtue for him.<sup>37</sup>

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<sup>35</sup> Alfian Handina Nugroho, Ratna Puspitasari, dkk, *Implementasi Gemar Membaca Melalui Program Pojok Baca Dalam Mata Pelajaran IPS Pada Siswa Kelas VIII di SMPN 2 Sumber*. Jurnal Edueksos, No. 2, th. V, Desember, 2016.

<sup>36</sup> Dalman, *Keterampilan Membaca* (Jakarta: PT RajaGrafindo Persada, 2014), hlm. 6.

<sup>37</sup> Agus Wibowo, *op.cit.*, hlm.43.

Thus, the character of reading fondness is the character of someone who is willing to take the time to read. From reading activities make him know which are good and bad and make him a wise person.

In general, reading activities aim to obtain information or understand meaning through reading. According to Anderson, there are six objectives of reading activities, namely:<sup>38</sup>

1. Read to get facts and details.
2. Read to get ideas.
3. Read to know the structure of the essay.
4. Read to classification.
5. Read to evaluation.
6. Read to compare/ disagree.

In essence, the purpose of reading is to improve someone's understanding of reading. There is a connection between the purpose of reading and someone reading ability. Therefore, someone will easily understand the contents of the reading because the focus on the objectives to be achieved.

### **C. Low Grade**

Read is part of the knowledge taught in school. Reading is taught according to class levels, low grade, and high grade. Low grade starts from first grade until third grade, while high grade starts from fourth grade until

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<sup>38</sup> Dalman, *op.cit*, hlm. 11.

sixth grade. Read is an important foundation, therefore read already taught in low grade.

According to guided of GLS, ability or reading skills in low grade, such as:<sup>39</sup>

1. Ability of phonetic

The ability of phonetic is students can identify the sound of letters and haven't yet spell out a combination of letters.

2. Ability of Vocabulary

Ability of vocabulary is the students able to understand some words.

3. Ability of grammar

The students are able to understand the meaning of intonation when the story is read.

4. The ability to use context to understand reading

The students are able to use illustrations for understanding the story.

5. The ability to interpret and respond to the reading.

The students can answer the question about a story which has best read and can provide responses that show understanding.

6. Behavior of reading

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<sup>39</sup> Kementerian Pendidikan dan Kebudayaan, *op.cit.* hlm. 57-58.

The students listen well almost all the time when someone reads.

#### **D. School Literacy Movement In Elementary School**

Elementary school in Bahasa is sekolah dasar (SD). SD is a formal education for 6 years. According to the law of the Republic of Indonesia, Number 20 of 2003 concerning the National Education System in article 17 explains that SD is level of education that underlies the level of secondary education.<sup>40</sup>

Character education has already required in every SD. the implementation of character education integrated with subject matter, extracurricular, intracurricular, and cocurricular. This is in accordance with Government Regulation No. 87 of 2018 concerning Strengthening Character Education in formal Education Units. One of implementation character education can get through the GLS program. The program about literacy activity. According to Kemendikbud which was reported on the Kemendikbud canal said that literacy is a dimension of character education which makes individuals have academic excellence as a result of lifelong learning.

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<sup>40</sup> Undang-Undang Republik Indonesia, *Sistem Pendidikan Nasional*, hlm. 10.

In implementing GLS there are several points that must be considered by school, that is:<sup>41</sup>

1. Make maximum use of school facilities and infrastructure to facilities learning.
2. Manage the school library as well.
3. Inventing all infrastructure owned by the school (example: books).
4. Creating comfortable reading rooms for school residents.
5. Implementing 15-minute reading activity before lesson start to all school residents.
6. Supervise and require students to read a number of literary books and finish them within a certain period of time.
7. TLS supports and actively involved in GLS activities.
8. Planning and implementing activities that involve parents and the community to increase their awareness of literacy so that the treatment given to students at school can be followed up within the family and in the community.
9. Monitoring and evaluating the results of implementation of the program and GLS activity.
10. Make a follow-up plan based on the result of the monitoring and evaluation of GLS implementation.

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<sup>41</sup> Direktorat Jenderal Pendidikan Dasar Dan Menengah Kementerian Pendidikan dan Kebudayaan, *Desain Induk Gerakan Literasi Sekolah*, (Jakarta: Direktorat Jenderal Pendidikan Dasar Dan Menengah Kementerian Pendidikan dan Kebudayaan, 2018), hlm. 25.



From several points above, SDN Percobaan 2 Malang not all has been implemented yet. The school has not maximized the facilities and infrastructure for literacy activities, for example, the library is not well maintained, many school wall magazine is empty, and the literacy media (reading tree) is only used when there competition. Apart from facilities and infrastructure, the school also has not a school literacy team (TLS). Thus, literacy activities ranging from implementation to evaluation are transferred to each class teacher.

In literacy activities, for the involvement of parents is still limited to information collecting books every time the class increases. Public involvement is not only from parents, but it can be from the community or literacy activists. However, in SDN Percobaan 2 Malang has never involved public parties, only from parents to support the implementation of literacy activities

#### **E. School Literacy Movement as an Effort to From Character of Reading Fondness in Low grade**

Everyone being in carrying put lif cannot be separated from reading activities. From reading, we will get broad information and insight. Therefore, reading has been taught from an early age. Apart from family, schools also have an obligation to teach reading to students. to improve reading skills and foster a culture of reading, Kemendikbud has created a literacy program, it's call GLS.

GLS is a participatory activity involving all school members and public involvement. GLS activities not only foster the ability to read, but also a habit of reading students. from the habits of reading, a character will be created. One character that grows is a reading fondness.

Building character can be through with a habituation and supportive environment. Building the character of reading fondness at the school, they make a habituation and supportive environment. Habit can be applied at all grade levels. However, the main foundation is in low grade.

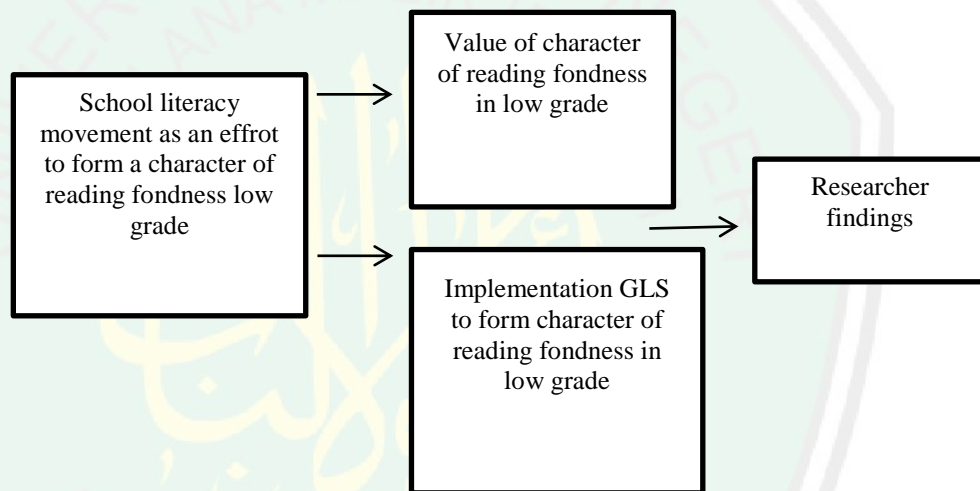
Habit and a supportive environment can be through the GLS program. GLS provides a habit of reading to students through existing literacy activities. The habit has been adjusted to the level of class. If low-grade students have enjoyed literacy activities, they will self-consciously carry out reading activities, thus the reading ability and reading culture have grown in themselves.

## F. Frame of Thinking

The framework of thinking in this study can be explained schematically through the following picture:

**Picture 2.1**

**Frame of Thinking**



From the picture above, it can be explained that this study, will be conducted to determine the implementation of GLS that can form the character of reading fondness to low-grade students. the study will go directly to the field to find the data needed through observation, interviews, and documentation after previously submitting a request for research in the relevant school.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Approach and Research Design

This study used a qualitative research approach. The researcher chooses a qualitative approach because it aims to get depth data, speech, action and behaviors that can be observed. Moleong said that qualitative research is a study that aims to understand the phenomena about experienced by research subjects, such as behavior, perception, motivation, action, and others.<sup>42</sup> The data will be generated by a researcher in the form of words or descriptive data. The data comes from researchers conducting interviews, field notes, documentation, observation, and others.

This research type used by the researcher is case study research. Case study research is focused on only one phenomenon that has been chosen. The phenomenon in this study is in the form of a person's behavior. This phenomenon is due to the topic of researchers relating to someone's behavior. It discusses the application of GLS in form a character of reading fondness. As in case studies, the phenomena can be a person's behavior, a program, a process, application of wisdom, and others.<sup>43</sup> In this study, the researcher will

<sup>42</sup> Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2005) hlm. 6.

<sup>43</sup> Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung : Remaja Rosdakarya, 2008) hlm. 99

describe and explain about school literacy movement as an effort to form a character of reading fondness low grade in SDN Percobaan 2 Malang.

### **B. Researchers Presence**

In this study, the researcher will be an active while in the field. The presence of researchers in the field as instruments or data collection tools. As in qualitative research, the role of researchers is to collect data, starting from determining the conception, implementing, analyzing data to reporting the results of research. Therefore the presence of researchers is urgent and absolute.<sup>44</sup>

The instruments in this study were the main instruments and supporting instruments. The main instrument is the researcher while the supporting instruments are the documents. The urgency of the researcher is to get involved directly, the researcher knows the conditions of the research place and everything needed when conducting research. Therefore, the researcher has been observed in SDN Percobaan 2 Malang.

### **C. Research Location**

The location of this study is in SDN Percobaan 2 Malang. The researcher determines the location of the study based on the focus of the research that has been designed and it is motivated by the characteristics of the school. SDN Percobaan 2 Malang is located at Jl. Galunggung No. 1, Pisang Candi, Sukun subdistrict, Malang city. The researcher chooses this school

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<sup>44</sup> Lexy J. Moleong, *op.Cit*, hlm. 163-168



because this school in implementing GLS has not been optimal and the character of reading fondness has not been formed thoroughly. In addition, the location of SDN Percobaan 2 Malang is strategic and affordable.

#### **D. Data and Source Data**

The data used by the researcher are primary data and secondary data. The researcher gets primary data through interviews and observation. Researcher select information who are accurately related to the focus of the study. The informants chosen by the researcher were 9 low-grade teachers, 3 students, school principals, and 1 library staff at SDN Percobaan 2 Malang.

Besides primary data, the researcher also needs secondary data. The data is obtained indirectly from the research object. In this study, secondary data were obtained from data taken from reports on the result of literation activities, reports on activities in this library, the situation of teachers, low grade students, library conditions in SDN Percobaan 2 Malang. The following are the results of the primary data:

##### **a. Observation Results**

The results of primary data were carried out by means of observation for 2 weeks, namely regarding literacy activites in class and in the library. This activity aims to see and observe literacy activities carried out by students, teachers and librarians at elementary school of Percobaan 2 Malang.

#### b. Interviews Results

Reseachers conducted open interviews with low-grade students, teachers, and librarians. The data from the interview results were used to determine regulations, policies, responses and the kinds of literacy activites carried out by teachers, school principals, and librarians at elementary school of Percobaan 2 Malang.

### **E. Technique of Collecting Data**

In this study, the researcher used three data collection techniques, namely observation, interview, and documentation. The researcher conducted observation to obtain the data needed in-depth about the school literacy movement as an effort to form the character of reading fondness low grade in SDN Percobaan 2 Malang. In this case, the researcher observes:

- a. The process of implementation literacy activities in low-grade SDN Percobaan 2 Malang.
- b. Condition of facilities and infrastructure such as library, low grade at SDN SDN Percobaan 2 Malang.
- c. Condition of low-grade students in SDN Percobaan 2 Malang.
- d. Students and teachers activities in the library of SDN Percobaan 2 Malang.

This observation was carried out to obtain data by looking directly at the facts contained in the study site. Not only that, the researcher also made an

observation to get the suitability of the data with the results of the interview that has been done.

The researcher conducted an interview related to the focus of the study, about school literacy movement as an effort to form the character of reading fondness low grade at SDN Percobaan 2 Malang. Therefore, the researcher will conduct an interview with related people bellow:

- a. Headmaster of SDN Percobaan 2 Malang
- b. Low grade's teachers to know the implementation of literacy activities and the character of reading fondness.
- c. Library staff to know literacy activities in the library of SDN Percobaan 2 Malang.
- d. Low-grade students to know the respond about literacy activities.

In this study, the researcher also used documentation techniques to collect data. Researcher use documentation to supplement data lackking from observation and interview method. In the documentation, the data needed is student's book of literacy activities, it is name "ayo membaca" used by low grade students in writing the result of the literacy activity, a list of student loan book in the library which is one indicator of character of reading fondness and photos related to implementation and infrastructure used in literacy activities such as wall magazine, posters, and others at SDN Percobaan 2 Malang.

## F. Data Analysis

In this study, researchers used Mile and Huberman data, analysis models. According to Miles and Huberman, there are three data analysis processes, namely data reduction, data presentation, and verification or conclusion. The following explanation:

### 1. Data Reduction

The data obtained from the field is a lot, therefore researcher need to reduce the data. In this study, data obtained from the result of observation, interview, and documentation were selected based on the level of need and categorized by the author in order to get a picture in accordance with the objectives of the study. In accordance with the reduction of data on qualitative, which is a form of analysis that sharpens, select, focuses, discard, and arranges data in a way where the final conclusion can be drawn and verified.<sup>45</sup> The existence of data reduction will provide a clearer picture and make it easier for the researcher to collect further data.

### 2. Data Display

After reducing the data, the next step is to present the data in this study, the data that has been reduced will then presented in the form of narrative texts relating to the school literacy movement as an effort to form the character of reading fondness low grade at SDN Percobaan 2

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<sup>45</sup> Emzir. *Metodologi Penelitian Kualitatif Analisis Data*. (Jakarta: PT RajaGrafindo Persada, 2010). Hlm. 130.

Malang. From presenting data, the researcher will find it easier to understand what's happening and can plan further work based on it has been understood.

### 3. Data Conclusion/ Verification

The next step is conclusion and verification. In this study, a conclusion can only answer the problem formulated from the beginning or even not, because the formulation of the problem in qualitative research is still temporary and will develop after the researcher is in the field.

### **G. Checking Of Validity Data**

In this study, the researcher checks the validity of data using tingaulasi techniques. Triangulation technique used is tringaulation with sources. Data obtained by researcher from observations need to be compared, namely researcher compare data from observation with data from interviews.

In the test of the validity of this data, one of the things the researchers did was to compare the results of interviews with class teachers regarding the implementation of literacy activities with the results of observations made during the literacy schedule. This is done as according to Moleong triangulation with sources means comparing and checking back the degree of trust in information obtained through different times and tools.<sup>46</sup>

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<sup>46</sup> Lexy J. Moleong, *op.Cit*, hlm.330.



## H. Procedure of study

In this study, the thing that the researcher did was to go directly to the field, which is to make direct observation of the research site. The following are the steps:

### 1. Pre-research stage

At this stage, the researcher conducts a needs analysis by observing the reality in the field. The researcher analyzes needs by collecting data on why, how, and what is needed. The planning in this study was made based on the current reality, namely, the implementation of literacy activities was not optimal and there were some students who are not reading character. Furthermore, researchers look for schools that match the research design. The researcher chose SDN Percobaan 2 Malang was in accordance with the researcher's design.

The next is the researcher taking care of the permit from the faculty to be addressed to the school chosen by the researcher, it is SDN Percobaan 2 Malang. After obtaining permission, the researcher will begin to assess the state of the field or make an observation. In this step, the researcher will observe and make an assessment of the state of the field, namely the state of SDN Percobaan 2 Malang.

In addition to observing the state of the school, the researcher will choose and utilize the information they need. Researchers obtain information from

related to informants or related to the research topic. In preparing for the implementation of this initial research, the researcher prepares any equipment that can support it. Research equipment can be in the form of mobile phones, notebooks, pens, and so on.

## 2. Implementation stage

In this stage, the researcher will collect data. In collecting data, the researcher will establish a close relationship with the research subject to obtain objective data. The researcher conducted observation, interviews, and documentation to collect data. The researcher will conduct an interview with low-grade teachers and library staff and observe the literacy activities that take place both in the classroom and in the library.

## 3. Data analysis stage

Data analysis is the process of systematically searching and compiling data that has been obtained from observation, interview, and documentation. The goal is to be easily understood by others. This stage is conducted by a researcher in a predetermined way, its analysis through the implementation of the school literacy movement as an effort to form a character of reading fondness in low grades.

## CHAPTER IV

### DATA EXPOSURE AND RESEARCH FINDINGS

#### A. Data Exposure

##### 1. School Literacy Movement As An Effort To Form Character Of Reading Fondness For Low Graders Students In Elementary School Of Percobaan 2 Malang

Character education in elementary school of Percobaan 2 Malang is carried out through various activities. One of the activities is school literacy movement. Based on Ministry of Education and Culture Regulation (PERMENDIKBUD), indeed every school carry out a school literacy movement (GLS). Basically their program in line with character education reinforcement program or called to as PPK. There are 18 characters of PPK, one of them is character of reading fondness. Therefore, GLS is part of PPK. In relation of this, the background of elementary school of Percobaan 2 Malang apply GLS is regulation of PERMENDIKBUD concerning growth of character. As said by Mrs. Olim Walentingsih as headmaster “The GLS in this school was motivated by PERMENDIKBUD NO.21 of 2015 concerning the growth of character.”<sup>47</sup>

From this background, GLS has been implemented since 2016. Although it has been implemented for a long time, GLS in elementary

<sup>47</sup> Wawancara dengan Olim Walentiningsih, Kepala Sekolah, tanggal 25 Februari 2020.

school of Percobaan 2 Malang has been only focused at the habituation stage. According to Mrs. Fitri Yuliani “The application of GLS actually has been a long time, but the application of literacy activity on every Tuesday and Wednesday is still carried out a year.”<sup>48</sup>

Findings in the field indicate that the application of GLS is still at habituation stage. When the researcher observed in third-grader, the classroom situation looked crowded. That was because the class teacher had not arrived yet. When Mrs. Mery as the teacher in the beside of the class she told them to read story books while waiting their teacher to come, they answered that today isn't a literacy schedule. It was supported by researcher interview with Akmal as student in third-graders. The researcher interviewed about whether to read a book, he said that “I would prefer playing rather than reading book, because reading is bored. I only read a book in literacy schedule.”<sup>49</sup>

The application of GLS aims to familiarize students to like reading and writing activities from an early age to later become lifelong learners. The aims are also the target of implementing literacy activities in elementary school of Percobaan 2 Malang. When the researcher asked the target from literacy activities.

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<sup>48</sup> Wawancara dengan Fitri Yuliani, guru kelas 3, tanggal 24 Februari 2020.

<sup>49</sup> Wawancara dengan Akmal Firjatul, murid kelas 3, tanggal 25 Februari 2020.

According to Mrs. Olim,

The target is grow character children. Like the activities on Tuesday that it silent reads, and it makes the children like reading books and grow the character of reading fondness. So that, there is an argue of their own to read. They didnt wait to command again.....<sup>50</sup>

In order to achieve these aims, the implementation of GLS in elementary school of Percobaan 2 Malang was carried out in the scheduled and gradually. Remembering to form the character of reading fondness to chlidren it needs routine habituation. So that, chlidren will have the desire to read from themselves without coercion or due to literacy schedules.

According to the resulted observations by the researcher, GLS as an effort to form character of reading fondness for low grades in elementary school of Percobaan 2 Malang implemented routinely every Tuesday and Wednesday. Literacy activities are carried out after a series of PPK activities.<sup>51</sup>

Mrs. Fitri said,

Reading activities are scheduled every Tuesday and Wednesday. The activity started at the beginning after the reading of Asmaul Husna. When it was time to read, there were some of students to take a story books in the reading corner and then share it to their friends. Eventhough found a book that they have read, they will switch it with their firends.....<sup>52</sup>

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<sup>50</sup> Wawancara dengan Olim Walentiningsih, kepala sekolah, tanggal 25 Februari 2020.

<sup>51</sup> Observasi pelaksanaan gerakan literasi sekolah sebagai upaya pembentukan karakter gemar membaca, tanggal 25 Februari 2020

<sup>52</sup> Wawancara dengan Fitri Yuliani, guru kelas 3, tanggal 24 Februari 2020.



Based on the results of the interview, can be concluded that literacy school movement as an effort to form character of reading fondness in elementary school of Percobaan 2 Malang implemented in the form of a habituation and scheduled. In this way, students will get used to reading story books, having lots of literature, and rich in vocabulary.

In the implementation of GLS, in this school has the variation activity. So, the students not only reading story books, but also they're doing writing and telling stories. According to Mrs.Dwi Puji Astuti as a classroom teacher, literacy activities in the form student reads story books, occasionally listening to the story by the teacher and their friends, also students write tittle of the book that they have read and the date read it in the literacy book.<sup>53</sup>

Related to the explanation above, it can be seen that Mrs. Dwi as a class teacher has provided a variety of literacy activity as her strategy. In the explanation above it can also be seen that the various types of activities are carried out conditionally. Only the literacy schedule is fixed.

Even though the variations of the activity are conditional, it makes students curious. They will wonder about today's literacy activities. It seen when the researcher observed while literacy activity schedule. After they read the Asmaul Husna, they sang national's song and PPK's clap,

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<sup>53</sup> Wawancara dengan Dwi Puji Astuti, guru kelas tanggal 26 februari 2020.

after that they ready and excited to literacy activity. At the time several students asked about the literacy activities that would be carried out. Their curiosity shows that they are looking for to literacy activities.

Implementation in every variant of the activity isn't just implemented without any preparation and strategy, the class teacher have many strategy to realize literacy activity. An example of the strategy is read aloud. As done by Mrs. Dwi, reading a story book in a loud voice. The goal is that all students can hear it well. Even though Mrs. Dwi reads it aloud, she still uses intonation and expression also pay attention to body movements in accordance with the contents of the story being read. When Mrs. Dwi reads the story, occasional situations not conducive occur. She kindly reminds students to listen and refocus. When reminding students, she also inserts advise about good attitude when the teacher is talking.

Beside reading aloud, another strategy is silent reading. The aim of this strategy to know reading skills and students concentrations level. The activity of reading silently is carried out by the teacher and all students. they're read a book for 15 minutes. The books read by them are adapted to their low-grades characteristics. The book is a story book with a lot of pictures and a little writing also a book isn't thick. Although this activity is reading silently, there are still some stuendts who read with a little

voice. When the researcher asked Mrs.Dwi about this, she explained that, students have different reading abilities, therefore for those who have not been so fluent they read it with a voice.

From the variations of existing activities, there are activities that cannot be separated are interactions between class teacher and students. Like reading story books. The class teacher gives time for them to read, after that they write as the name of the character, title of the book and the contents of the story. After that they retailed in front of class. The interaction that occurs is when students retell, interaction in the form of a teacher gives questions about the contents of the story. This was also explained by Mrs.Dwi as follows:

“after they read there was an interactions with them. They told the story plot in fornt of the class by carrying a literacy book. I point ro the system at random. In order for them to retell, firstly i must provoke questions. Yes, that was the question of waht the story, when the story happened, where is the place. Yea, simple questions about the content of the story.”<sup>54</sup>

The explanation above shows that the teacher still has to appoint students to retell, there isn't desire from the students themselves. Besides that, in delivering the instruction, they still had to be assisted by the class teacher. The retelling activity is an activity carried out to measure students understanding in reading story books. Because the purpose of reading is so that we understand what we are reading and can take the

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<sup>54</sup> Wawancara dengan Dwi Puji Astuti, guru kelas tanggal 26 februari 2020.

message contained in the contents of the book. Also, from this activity teacher can use it as an evaluation material.

Literacy activities at elementary school of Percobaan 2 Malang are inseparable from supporting infrastructure. Library is one of the infrastructure that support literacy activities. To support literacy activities, the library has a lot of collection of books. Students can read it in the library or borrow it. As explained by Mrs. Yuni as a librarian in elementary school of Percobaan 2 Malang about existing book collections, according to her explanation, the collection are textbooks, story books like fairy tale, and folklore. There are also biographies book and encyclopedias.<sup>55</sup>

Related to the collection of books in the library to support literacy activities, book collections are also available in the classroom. The book collection is neatly arranged on the bookshelves in each class. The bookshelves are call the reading corner. The books in the reading corner come from parents' donations. Each grade increase, the teacher gives information to the student guardians to donate a story book as material for literacy activities.

When the researcher observations, the researcher observe that besides the library as supporting literacy activities, in every classroom and

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<sup>55</sup> wawancara dengan Yuni Hardiana, petugas perpustakaan, tanggal 24 Februari 2020.

school there are literacy materials. Literacy materials are on the walls of the classroom, library, school's health clinic (UKS), canteen, and school corridors. Literacy materials in the form of posters, codes of conduct or the work of students. Literacy material in class is in the form of students' work related to the lesson, the results of the drawings, and the rules. As for those in the library, UKS, canteen, and corridors in the form of posters such as an appeal to return books to their places, please calm down, an appeal for discipline and information about health.

From all the above explanation, it can be concluded that elementary school of Percobaan 2 Malang provides various strategies, forms of literacy activities, and pays attention to facilities and infrastructure. This is in order to achieve the goals and targets of the school literacy movement as the formation of character of reading fondness.

## **2. The Problems Of School Literacy Movement As An Effort To Form Character Of Reading Fondness For Low Grades Students In Elementary School Of Percobaan 2 Malang**

In implement the school literacy movement in elementary school of Percobaan 2 Malang, this school has problems. The problems that make the implementation of literacy activities less optimal and inhibit the achievement of targets from literacy activities.



When the researcher made observations about the implementation of the school literacy movement as an effort to form reading fondness, the researcher found that although the literacy activities had already been carried out, the target of implementing GLS wasn't seen yet. Low grades students have not shown that they have a character of reading fondness. One of the signs is that they don't have the awareness to read books. It was seen when the class teacher had not arrived, they choose to play rather than read a book. They read the book during the literacy schedule, as revealed by Akmal third-grades student, he only reads a story book when the literacy schedule on Tuesday and Wednesday.<sup>56</sup>

This happened because in the implementation of literacy activities, the school have several problems. Some of these problems are related to the technical implementation of literacy activities such as the time duration and the facilities and infrastructure that support literacy activities. the following is an explanation of the problems.

At a second in the implementation of literacy activities at elementary school of Percobaan 2 Malang, which has been scheduled to look maximum. However, after the researcher observed and interviewed, the literacy activities on every Tuesday and Wednesday didn't work optimally. As explained above, the literacy is carried out on Tuesday and Wednesday for 30 minutes before learning begins. Regarding the time

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<sup>56</sup> Wawancara dengan Akmal Firjatullah, siswa kelas 3, tanggal 24 Februari 2020.

allotted, the class teacher felt less time for literacy activities. As felt by Mrs. Dwi. She said that, “The obstacles are the time available. Sometimes the time isn’t enough. So, I add 5 to 10 minutes.”<sup>57</sup>

In implementing literacy activities to students, the teacher doesn’t carelessly provide an activity. The teacher must also attention to the characteristics of students. As we know, the characteristics of students in elementary school, especially low-grade students, they are get bored easily. Meanwhile, from the implementation of literacy activities in elementary school of Percobaan 2 Malang, they are not varied and structured. These problems are also felt by Kiran. When the researcher interviewed with Kiran about whether she liked literacy in class, she answered that, “I don’t like literacy in the class. Because it makes me bored. Isn’t much activity. So, I just look the picture of a book that I read.”<sup>58</sup>

This happens because the teacher’s arranging the literacy activities aren’t guided by the instruction of school literacy movement. Actually the government has provided the instruction for the activity of school literacy movement. Basically it doesn’t always have to be the same as a guidebook. But at least from the handbook that has been provided by the government can be a reference.

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<sup>57</sup> Wawancara dengan Dwi Puji Astuti, guru kelas, tanggal 25 Februari 2020.

<sup>58</sup> Wawancara dengan Kirania Agatha Putri Andien, siswa kelas 2, tanggal 25 Februari 2020.

From the handbook we can find out the explanation of the stages of the school literacy movement starting from the stages of habituation, development, and implementation of literacy in learning. From the handbook we can also minimize the obstacles.

According to Mrs. Olim as the headmaster, the obstacles that exist as follows.

“for physical evidence, we dont have detection to know that children like to read and know that they have reading. i also see that everyday in the library there are children who read, although isnt much. And then the students get bored quickly, so we need more books..”<sup>59</sup>

In addition to the obstacles above, the obstacle in low grade literacy activities at elementary school of Percobaan 2 Malang is sometimes the teachers have difficulty for managing activities. According to Mrs. Dwi, children’s reading abilities are different. Therefore, she was confused when determining activities which is suitable for all students reading abilities.

Related to this, the researcher interviewed Mrs. Dwi about the references used in carrying out literacy activities. According to her, so far the school only refers to the SOP in general, such as the schedule for literacy activities. She also claimed that as long as there isn’t guidebook.<sup>60</sup>

<sup>59</sup> Wawancara dengan Olim Waleteningsih, kepala sekolah, tanggal 25 Februari 2020.

<sup>60</sup> Wawancara dengan Dwi Puji Astuti, guru kelas, tanggal 26 Februari 2020.

Based on the explanation above, it can be concluded that the elementary school of Percobaan 2 Malang in implementing the school literacy movement program hasn't yet referred to government's guidebook. Therefore, this is one of the problematic factors in implementing the school literacy movement.

Another problems are related to the procurement of story books. Students can read books that are available in the reading corner. However, there aren't many books in there. That is because there is no allocation of funds for the procurement of books in the reading corner. To date, books in the reading corner have come from parent's donations. The lack of books is felt by Kiran as second-grade student, "I prefer books in the library. I think there are more books in the library than in the class, said Kiran."<sup>61</sup>

In supporting literacy activities, the library in elementary school of Percobaan 2 Malang isn't so optimal in supporting literacy activities. Although there are quite a lot of collection of books, but that can not be used as evidence that the library is optimal in supporting literacy activities. This happened because the library room wasn't large. Therefore, there are not many facilities such as reading tables. When the

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<sup>61</sup> Wawancara dengan kirania Agatha Andien, siswa kelas 2, tanggal 25 Februari 2020.

researcher observed in the library, the researcher found that the lighting in there was very lacking.

According Mrs. Yuni,

The problem is the room is too small. If it is found that there is a class doing literacy activities in the library, they stuck together. Then the table is also limited. If they write activities, one table is made by four people. They sit closer to each other. Especially if students of first-grade come, they can't keep quite. So, it looks full and crowded<sup>62</sup>

Based on the explanation above, it can influence the interest of students to drop in and make their favorite places in reading books or other literacy activities. This can be seen from the list of visitors. Based on the results of interviewed, Mrs. Yuni stated that not many people came to the librarian average of about 20 children a month. Even students who come only borrow books.<sup>63</sup>

The problems regarding the minimal library also have an impact on Mrs. Dwi in carrying out literacy activities. She explained that one of factor she doesn't make literacy in the library because of inadequate space.

According Mrs. Dwi,

I also have never made a literacy activity in the library. Because all this time when inviting children to the library, the place is not adequate. Starting from the place that isn't enough and there are only a

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<sup>62</sup> Wawancara dengan Yuni Hardiana, petugas perpustakaan, tanggal 24 Februari 2020.

<sup>63</sup> Wawancara dengan Yuni Hardiana, petugas perpustakaan, tanggal 24 Februari 2020.



few tables available. So, i just told them to borrow books in the library<sup>64</sup>

Based on the explanation above, it can be concluded that the library in elementary school of Percobaan 2 malang has not been maximized in supporting literacy activities. Both in terms of inadequate facilities and the absence of a literacy program made by the librarian. Therefore, his involvement in literacy activities is just place to borrow books.

The application of the school literacy movement requires the involvement of all elements in order to achieve the objectives. All of these elements can be distinguished, namely internal and external. From the internal, itself are all the residents in the school. Such as headmaster, teachers, students, coordinator of school health clinic, the canteen, and security guards. However, the facts that occur in elementary school of Percobaan 2 Malang, not all school residents are involved in literacy activities.

The results of the researcher conducted observations and interviews, there is no habituation to silent reading activities for all citizens of elementary school of Percobaan 2 Malang. Silent reading activities are only applied by class teachers and students. Meanwhile, the target achievement of the school literacy movement program is to create an educational ecosystem in literate primary schools.

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<sup>64</sup> Wawancara dengan Dwi Puji Astuti, guru kelas, tanggal 26 Februari 2020.

In addition, elementary school of Percobaan 2 Malang has just formed a school literacy team. The formation was motivated by elementary school of Percobaan 2 Malang who participated in the green school festival competition. The competition contained an assessment of literacy. Therefore, the headmaster formed a literacy team. However, after the competition was over, the school literacy team has yet to play a role. Therefore, the implementation of literacy activities from concept to evaluation is still managed by the class teacher.

The external elements who participated in the implementation of the school literacy movement. These external parties are among others such as parents, alumni, local library parties, literacy activists, communities and others. In this public engagement, the school still involve parents and regional libraries. As the parents donate books for reading corners and local libraries as a visit to introduce students to literacy. From these students learn in getting books only from reading corner and the library.

From the various problems that have been explained above, it can be concluded that elementary school of Percobaan 2 Malang in carrying out literacy activities in order to form a character of reading fondness still gets problems that case less literacy activities. These problems are both internal and external to the school.

### **3. Solution To The Problems Of School Literacy Movement As An Effort To Form Character Of Reading Fondness To Low Grades Students In Elementary School Of Percobaan 2 Malang**

School literacy movement is one of the activities that become a container in the formation of students' character, especially the character of reading fondness. Running an activity often has problems. The existing problems come from internal and external. In order to realize the target of literacy movement activities, therefore a solution is needed to overcome the existing problems.

Therefore, the headmaster provides several solutions to overcome the problems associated with the school literacy movement as an effort to form the character of reading fondness. All problems without good communication will not be resolved properly and quickly. Therefore, this far the solution that can be done is the headmaster trying to always coordinate. The following statement from Mrs. Olim:

“I try to keep coordinate with class teacher, the librarian, and parents. Due to the implementation of literacy activities managed by each other. The literacy team is also not working, so i always check the activities in the library. Also the important thing i coordinate with parents. I will coordinate to explain of literacy activities. In addition, i will try to collaborate with mobile libraries to increase literacy activities.”<sup>65</sup>

The teachers have an important role in implementing literacy activities. This is because the teachers directly executes literacy activities

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<sup>65</sup> Wawancara dengan Olim Walentiningsih, kepala sekolah, tanggal 25 februari 2020.

to students. The teachers in carrying out literacy activities have problems. As explained above, therefore the teacher also has an effort. Mrs. Dwi as the teacher explained the efforts that she made to overcome the existing problems.

“My effort is to add a little more time to activities. Because they get bored quickly, i let them bring their own story books from home. For literacy activities in the library, my efforts are prepare the material from a long time ago. Considering they are still in low grades, they still like to run around. To not take a lot of time, i have to prepare in advance. Like preparing the technical activities. I’m not bored to advise them to keep reading books when there is free time.”<sup>66</sup>

Literacy activities at elementary school of Percobaan 2 Malang not only involve the headmaster and teachers, but also the librarian involved. Remembering the library is one of the facilities that support literacy activities. From the constraints felt by the librarian, she also has an effort to decrease the existing constraints.

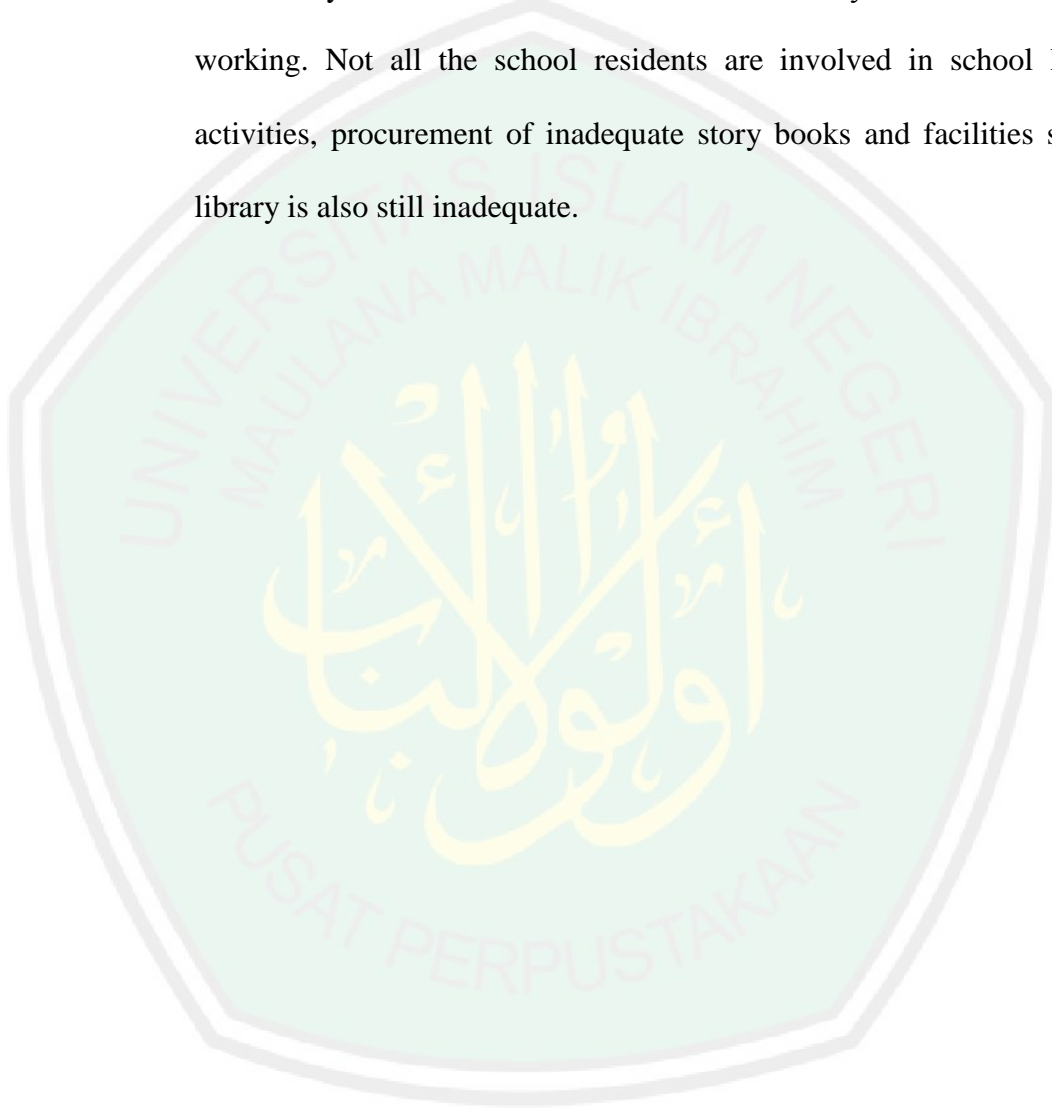
Mrs. Yuni explained that she always communicate with Mrs. Olim. The communication is about submitting additional rooms to the headmaster. In addition, Mrs. Yuni will also coordinate with the class teacher regarding the literacy program in the library, which is planned to hold a scheduled visit to each class in turn.

Based on all the explanations above, it can be concluded that elementary school of Percobaan 2 Malang has implemented the school

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<sup>66</sup> Wawancara dengan Dwi Puji Astuti, guru kelas, tanggal 26 Februari 2020.

literacy movement as an effort to form character of reading fondness as much as possible. However, the school is also has problems in carrying out literacy activities in the form of school literacy teams that aren't yet working. Not all the school residents are involved in school literacy activities, procurement of inadequate story books and facilities such as library is also still inadequate.





## CHAPTER V

### DISCUSSION AND RESEARCH OF RESULTS

In this chapter, the researcher will explain the research findings that have been obtained from observations, interviews, and documentation. The researcher will describe the data that has been obtained and reinforced by theories that support and relate to the discussion. This description is expected to be able to explain the state of the object of research and be able to answer the focus of research on the school literacy movement as an effort to form character of reading fondness for low grades students in elementary school of Percobaan 2 Malang.

#### **A. School Literacy Movement As An Effort To Form Character Of Reading Fondness For Low Grades Student In Elementary School Of Percobaan 2 Malang**

The school literacy movement is a program that moves to improve literacy. As according to the Directorate General of Primary and Secondary Education states that the school literacy movement is a comprehensive effort to make schools a learning organization whose citizens are literate throughout life through public engagement.<sup>67</sup> In the school literacy movement insert the values of character

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<sup>67</sup> Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, *Panduan Gerakan Literasi Sekolah di Sekolah Dasar* (Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, 2016), hal. 2.

education. One of the values of character education contained is the character of reading fondness.

Implementation of character education in elementary school of Percobaan 2 Malang, especially the character of reading fondness is through the school literacy movement. In the activities of the school literacy movement in this school, students are accustomed to fond of reading and writing from an early age. As the results of observed and interviewed, elementary school of Percobaan 2 Malang implements the school literacy movement as a whole, namely low grades and high grades. This is indicated by the literacy schedule, which is carried out every Tuesday and Wednesday.

Character building can be done by habituating an activity. As stated by Thomas Lickona, character education is not only teaching children what is right and wrong, but instills habits. Students are able to feel, and do good things.<sup>68</sup>

The implementation of the school literacy movement in elementary school of Percobaan 2 Malang is still at the stage of habituation and development. As we know, there are three stages in implementation school literacy movement, namely habituation stage, development stage, and learning stage. Each of these stages has their respective indicators.

Cultivating a character who likes reading requires a lot of activities which can attract students' attention and make it a habit. There are various literacy activities in

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<sup>68</sup> Dalmeri, *Pendidikan Untuk Pengembangan Karakter* (Telaah terhadap Gagasan Thomas Lickona dalam Educating For Character). Jurnal Al-Ulum, IAIN Sultan Amai Gorontalo. No 1 volume 14 Juni 2014. Hlm. 271.

the school literacy movement program. this is in line with Thomas Lickona's character education theory. As according to Thomas, character refers to a series of knowledge, attitudes, motivation, behavior, and skills.<sup>69</sup>

In accordance with the guidelines of the Directorate General of Primary and Secondary Education of The Ministry of Education and Culture in the School Literacy Movement Guidebook in Primary Schools, the habituation stage includes:<sup>70</sup>

1. Read a story book 15 minutes before a lesson begins.
2. Arranging facilities and literacy-rich environment.
3. Create a text-rich environment.
4. Choosing story books in elementary school.
5. Public involvement.

The implementation of literacy activities at the habituation stage in the lower grades at elementary school of Percobaan 2 Malang has been carried out in accordance with existing procedures. The first is the implementation of literacy activities for 30 minutes, these activities are carried out after the PPK activities include the reading of Asmaul Husna, singing national songs, and PPK song. The duration of reading activities in this school is different from the school literacy movement's guidebook. In the guidebook, reading is done every day for 15 minutes at the beginning. However, this school is done for 30 minutes every Tuesday.

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<sup>69</sup> Thomas Lickona, *Educating for character: How Our School Can Teach Respect and Responsibility*. (New York, Aucland: Bantam books, 1991). Hlm. 51.

<sup>70</sup> Ibid., hlm. 10-22.

In accordance with the guidebook for the school literacy movement, reading activities are carried out everyday for 15 minutes. The government makes reading rules for clear reasons. According to Janice L. Pilgreen regarding the habituation of students to like reading, it does not in the duration or length of reading, but rather in the frequency of reading activities.<sup>71</sup>

From the explanation, it is related to reading activities at elementary school of Percobaan 2 Malang, it is necessary to re-evaluate it. Reading activities, which are students' habit of reading fondness are not sufficient to do this once a week for a long amount of time. The formation of reading is better in short reading duration but it is done everyday.

Every class has a reading corner, to support literacy activities. Not only in the reading corner, there are also posters in each class which add posters to rich-literacy. The posters contained information like I was fond of reading. The existence of a reading corner in the classroom, students can take books for reading activities. The teacher instructs some students to take books and share them with their friends. With that, class order is maintained. At the stage of selecting reading books, the teacher instructs their students to borrow books in the library during break time. Therefore, when literacy activities begin students already hold books. The last stage is public involvement. Literacy activities involve all elements, therefore parents are

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<sup>71</sup> Janice L. Pilgreen, *The SSR Handbook: How to Organize and Manage a Sustained Silent Reading Program*, (Australia: Boynton/Cook Publisher, 2000), hlm.34.

also involved. Parental involvement to contribute books. Procurement of books in the reading corner is a donation from parents.

Reading activities that have been carried out and there are literacy-rich materials in every corner of the class in line with the commands of Allah SWT which are stated in Surah Al-Alaq verses 1-5.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ . خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ . اقْرَأْ وَرَبُّكَ الْأَكْرَمُ . الَّذِي عَلَّمَ بِالْقَلَمِ .  
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ.

Meaning: Recite in the name of your Lord who created, created man from a clinging substance, recite, and your lord is the most generous, who taught by the pen, taught man that which he knew not.<sup>72</sup>

While at the development stage, the implementation of the school literacy movement is carried out as follows:<sup>73</sup>

1. Read 15 minutes before lesson begins.
2. Choose fiction and non-fiction books.
3. Discuss the story.
4. Write notes after reading.

The next stage is the development stage. At this stage in the low grades of elementary school Percobaan 2 Malang in general had carried out according to the procedure. The initial activity is the students read 15 minutes before lesson begins.

The reading source for literacy activities is limited. The reading source still comes

<sup>72</sup> Tarbawiyah, *Ayat Alquran yang Pertama Kali Turun dan Terakhir Turun* (<https://tarbawiyah.com>, diakses 18 September 2019 jam 20.04 wib).

<sup>73</sup> Ibid., hlm. 32-44.



from the reading corner and the library. Because of these limitations, students aren't free to choose books. After reading, the teacher asks students to discuss the story. In the implementation, the teacher appoints several students to recount in front of class. At last, students write notes after reading. The notes are written in a literacy book, containing among others the title of the book, the character of the figure, the figures of the story, and the contents of the story in briefly.

The focus of literacy activities is at the development stage, in low grades levels including interactive loud reading, guided reading, independent reading, shared reading, and students drawing character or events in the story, or writing a few words in the story.<sup>74</sup> The focus of these activities most of it has been carried out in the low grades at elementary school of Percobaan 2 Malang. Activities that have been carried out such as reading aloud and independent reading. As the definition of strategy according to J.R David in the book teaching and learning strategy is a plan, method and set of activities planned to achieve certain teaching objectives.<sup>75</sup> Therefore, the teacher uses strategies to achieve the objectives of the activity.

As has been done by Mrs. Dwi, she did the reading aloud by carrying a big book with full of pictures. This was done a strategy in overcoming students boredom and attracting literacy. Mrs. Dwi reads the book in a loud voice and uses intonation and expression. When Mrs. Dwi reads the story, occasionally she calms

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<sup>74</sup> Ibid., hlm. 29.

<sup>75</sup> W. Gulo, *Strategi Belajar Mengajar* (Jakarta: Grasindo, 2004), hal. 3.

the students to focus and pay attention. Because after that, she will give questions to them about the contents of the story.

Each strategy has its own goals. Reading silently conducted by Mrs. Dwi aims to find out the level of concentration of students. The silent reading activity begins with each student reading a story book obtained from reading corner or from the library. In this activity, the teacher and all students together read the book quietly for 15 minutes. As usual, after the activity is finished, students can write notes in the literacy book, or they convey of the story in front of the class. In the activity, Mrs. Dwi gave simple questions such as asking the title, character of the story, place of the story, and others related to the content of the story.

At the learning stage, the implementation of the school literacy movement includes various ways of reading, choosing enrichment books for learning, student notes sheets in response to reading, writing activity, and discussing with friends.<sup>76</sup> Low grades literacy activities at elementary school of Percobaan 2 Malang have not yet reached the stage of development. In accordance with the results of the researched, that the literacy activities in the low grades among other things are still by reading silently, occasionally reading aloud, writing notes after reading, and retelling the contents of stories that have been read. These activities are in accordance with existing activities at the habituation and development stage.

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<sup>76</sup> Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, op.cit., hlm. 65-75.

Reading activities that have been carried out with various methods and variations, one of the goals is to understand the moral message conveyed by the author to the reader. The target is that students can understand and apply good behavior emulated in life. A noble goal such as the saying conveyed by Umar bin Khatab, Khulafaur Rasyidin II said that:

“Study poetry because in poetry there are the beauty you seek, the vices that you avoid, the wisdom of the wise and show praiseworthy morals.”<sup>77</sup>

After carrying out an activity, the next step is evaluation. The meaning of evaluation is a process or activity that is systematic, sustainable and comprehensive in the context of controlling, guaranteeing, and determining the quality (values and meaning) of various learning components based on certain considerations and criteria as a form of teacher accountability in implementing learning.<sup>78</sup>

In accordance with the explanation above, evaluation is an important component in an activity. The evaluation on low grades literacy activities at elementary school of Percobaan 2 Malang hasn't been carried out maximally. The teachers don't yet have a specific recapitulation of literacy activities. Mrs. Dwi in evaluating through the activities of students retelling the story and notes after reading in the literacy book. In addition, for the comprehensive evaluation of

<sup>77</sup> Billy Antoro, *Gerakan Literasi Sekolah Dari Pucuk Hingga Akar Sebuah Refleksi*, (Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementrian dan Kebudayaan, 2017), hlm. 7.

<sup>78</sup> Zainul Arifin, *Evaluasi Pembelajaran* (<http://file.upi.edu/>, diakses 9 Mei 2020 jam 1.13 wib)

literacy activities, the school has never done it. So far the evaluation activities are still managed by each class teacher.

From the discussion above, the researcher gets the conclusion that the implementation of the school literacy movement as an effort to form character of reading fondness for low grades students in elementary school of Percobaan 2 Malang has been implemented well. Literacy activities are still in the stage of habituation and development. Activities at each stage is a way of getting them to get used to achieving the goal, which is to familiarize students in literacy, which is to form students who have a fond reading character.

#### **B. Problems Of School Literacy Movement As An Effort To form Character Of Reading Fondness For Low Grades Students In Elementary School Of Percobaan 2 Malang**

An activity can not be separated from problems. Likewise with the activities of the school literacy movement in elementary school of Percobaan 2 Malang. The school experienced several problems in carrying out the school literacy movement, especially in the implementation for low grades. The existing problems include technical implementation, infrastructure, and public involvement that support literacy activities.

Literacy activities at elementary school of Percobaan 2 Malang have been around since 2016. Although the literacy activity has been running for 5 years, but until now the targets of the program in elementary school of Percobaan 2 Malang has

not yet been seen. As explained above, school literacy movement in school aims to create a literal ecosystem, which is to foster a character of reading fondness. Indicators to lead character of reading fondness are also not yet visible. This is like the lack of awareness from their self to read a book.

In accordance with the results of research that the researcher have described in the previous chapter, the first problem is the technical problem of implementation. This problem start from of limited time, variants of literacy activities, and evaluation of literacy activities. Reading activities according to the school literacy movement guidebook is reading every day for 15 minutes before learning begins. At this school reading activities are scheduled ever Tuesday for 30 minutes. The implementation of reading acivities doesn't always refer to the existing guidebook, each school can develop their own according to the characteristics of the school. However, with such a schedule, the teacher felt that 30 minutes was still lacking. Especially in the low grades with students who incidentally still need guidance and a crowded class. Therefore, low grade teachers like Mrs. Dwi need more time in literacy activities.

The next problem is that of literacy variants. So far the literacy activities in the low grade are still managed by each class teacher. Literacy activities in the low grade are reading activities every Tuesday while Wednesday is writing activities. Reading activities carried out are silent reading and reading aloud. Considering that the characteristics of low grade students are getting bored easily, there should be more variations on reading activities. Considering that the literacy activities at this school are at the development stage, the focus of the activity is still on reading aloud and



silent reading. This becomes one of the problems because in the school literacy movement guidebook, the focus of reading activities in the low grade doesn't only include reading aloud and silent reading, but also guided reading and shared reading.

The reading activities carried out by the teacher and students. Therefore, the problems that occur are borne by the teacher. Like Mrs. Dwi, she has difficulty managing activities. That is because children's reading abilities are different. So she had difficulty in providing activities suitable for all students. The problem is so complex. That can happen because the first is the ability to read is different each child, the activities provided are monotonous and uneven for all student's abilities. Moreover, such improvised activities are carried out only in the classroom without any other involvement such as the principal, librarian, and volunteers. Therefore, it is not surprising, if students express that literacy activities are boring.

In addition, the school doesn't yet have a recapitulation regarding literacy activities. So far the only recapitulation is from the literacy book that is owned by each student. The literacy book is used for literacy activity on Wednesday, namely writing activities. The existence of a recapitulation is one of the evaluation materials which aims to find out the extent of the implications of literacy activities. There is an evaluation, we can also improve and develop literacy activities. Until now, this school has never conducted an evaluation of literacy activities. Therefore, every element involved such as teachers, librarians, and school principals should have a recapitulation for evaluation.

From the discussion of the above problems, the other problems experienced by elementary school of Percobaan 2 Malang. The problems are concerned with facilities and infrastructure issues that support literacy activities. Infrastructure facilities referred to in this case include the library and the procurement of story books. The library is a literacy-rich physical environment. In accordance with the school literacy movement guidebook, the library aims to improve student's library literacy skills. At the low grade elementary school level, library activities should be held by library staff in literacy activities such as holding meetings with writers and illustrators.<sup>79</sup> However, at this time the library at elementary school of Percobaan 2 Malang has never held literacy activities like the sample. Not only that, the library at this school is not wide and doesn't have many tables for reading or other activities, this results in the absence of a class in the library. As Mrs. Dwi said, she never made literacy in the library because of inadequate space.

The elementary school of Percobaan 2 Malang also experienced problems in the procurement of story books. Collection of books available in the reading corner and library. The book in the reading corner is the result of a student guardian donation. The school has not allocated funds to increase the collection of books for literacy activities. Therefore, students' reading material is still limited, namely from reading corner and the library. Moreover, the school hasn't collaborated with other public, such as mobile libraries and literacy activist communities. As the formation of

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<sup>79</sup> Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, op.cit., hlm. 49.

character to students requires collaboration with all elements. According to Mulyatiningsih's statement quoted in the journal *Penanaman Nilai Karakter Gemar membaca Berbasis Pembiasaan dan Keteladanan Terhadap Kemampuan Berbahasa Siswa Sekolah Dasar* explain that the process of character building should be done continuously which includes three components including the environment that is closest to the child (family), the learning environment in schools and the social and community environment.<sup>80</sup> This is in line with the school literacy movement.

Literacy movement can work optimally is a collaboration between the school and public involvement. The problem that occurs in this school is that all school residents have not participated in the fair in literacy activities. This is indicated by the parties involved in the reading activity are only the class teacher and students. Meanwhile, according to the government's guidebook, it is explained that the school literacy movement is a comprehensive effort to make schools a learning organization whose citizens are lifelong literates through public engagement. Therefore, there are not only teachers and students involved in literacy activities. Moreover, in elementary school of Percobaan 2 Malang has just formed a school literacy team. The team was formed because they entered the green school festival competition. In addition to all school members involved, public involvement such as literacy activists, mobile libraries, and others can support literacy activities. Having a community or volunteer who has activities such as holding a reading booth can attract students to read books

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<sup>80</sup> Efi Ika Febriandari, *Penanaman Nilai Karakter Gemar Membaca Berbasis Pembiasaan dan Keteladanan Terhadap Kemampuan Berbahasa Siswa Sekolah Dasar*. Jurnal Al-Mudarris, STAI Mah'had Aly Al-Hikam Malang. No. 2, Oktober 2019.

in the booth. However, to date in elementary school of Percobaan 2 Malang has never collaborated with literacy community or mobile libraries.

From the discussion of the problems of the school literacy movement as an effort to form character of reading fondness for low grade students in elementary school of Percobaan 2 Malang, it can be concluded that the core of the problem that occurs is that the school in running the literacy activities is not guided by the school literacy movement guidebook published by the Directorate General of Basic Education and Intermediate Ministry of Education and Culture. As the result, the existing problems are interrelated, starting with technical activities, facilities and infrastructure as well as public involvement. Therefore, the implication of literacy activities doesn't work optimally so that the formation of reading fondness character in low grade is still invisible.

### **C. Solution To Problem OF School Literacy Movement As An Effort To Form Character Of Reading Fondness In Elemntary School Of Percobaan 2 Malang**

The school literacy movement is an effort to form character of reading fondness for low grade at elementary school of Percobaan 2 Malang that in carrying out literacy activities is good enough. However, there are still have several problems in carrying out literacy activities which have an impact on the process of forming reading fondness character in low grade. The school has an important role in form character of reading fondness for their students. The following is the solution from the school namely the headmaster, teachers, and library staff.

The first solution from the headmaster is to conduct more intensive coordination with teachers, library staff, and parents. The purpose of this coordination is that each element successively in supporting literacy activities. The headmaster coordinates with the teachers to discuss the activities and evaluation related to literacy activities. In addition, the headmaster coordinates with the library staff, always checking the activities in the library and discusses the literacy plan made by the library staff. The headmaster also strives to collaborate with the mobile library, it will make students can read books from the arrival of the mobile library. While coordination with parents is about explaining literacy activities and procuring story books for reading corner.

Furthermore, the solution from guardian teachers. From the literacy program problematic in the classroom, guardian teacher add a few minutes to literacy activities. Low grade the guardian teachers will make literacy activities in the library by preparing the concept of their activities well in advance considering that the library isn't spacious and the character of low grade students who still likes to be crowded. And remind them to read books during their free time by allowing students to read books when they've completed the assignment.

The library staff also provides a solution, namely the library staff keeps communicating with the headmaster. Reporting the lack of facilities in the library. And proposed the addition of desk and room facilities to the headmaster. The librarian will make a plan of activities that is to schedule a visit to each class in turn.



The plan aims for students to know the library collection in accordance with the level and understand the ethics of using the library.



## CHAPTER VI

### CLOSING

#### A. CONCLUSION

After conducting a theoretical study and data analysis based on findings regarding the results of research that have been carried out in the field, namely the school literacy movement as an effort to form character of reading fondness for low grade students in elementary school of Percobaan 2 Malang, it can be concluded as follows:

1. The implementation of the school literacy movement as an effort to form character of reading fondness for low grade students in elementary school of Percobaan 2 Malang as a whole is already at the stage of habituation and development. Literacy activities carried out by making a literacy schedule. The activity is in the form of reading story books, retelling the contents of stories, writing notes after reading in literacy books. In reading story books, the guardian teachers have a strategy to attract students' interest, so they don't get bored easily. The strategies used include reading aloud and silent reading. Students can pick up story books in the reading corner of the class and borrow books in the library.
2. The problems in literacy activities that occur among others regarding the technical implementation of activities, infrastructure, and public involvement that support literacy activities. The school hasn't yet implemented the reading habit for all school residents. Reading activities are still carried out only in

classes managed by guardian teacher. In carrying out literacy activities, the school didn't refer to the school literacy movement guidebook by the government. Literacy activities in the library are still limited to lend books. There are no specific activities made by the library staff. A remembering the library hasn't spacious room. Other problems are also related to the procurement of books. The collection of books in the reading corner is the result of parents' donations.

3. The solution to the problem of literacy activities that the headmaster, guardian teacher, and library staff coordinate with each other. The coordination is intended that each element can successively in supporting literacy activities. Coordination conducted by the headmaster is like discussing the problem of developing literacy activities, evaluating activities, discussing the planned literacy activities in the library, trying to collaborate with the mobile library. The solution of guardian teacher is to plan the development of literacy activities, these activities are carried out in the library. Guardian teacher must prepare in advance by paying attention to the characteristics of low grade students. while the solution from the library staff is to propose the addition of desk facilities and additional rooms to the headmaster. Library staff also makes plan for activities such as holding a schedule of visits in each class in turn.

## B. SUGGESTIONS

Based on the discussion and conclusions in this study, the researcher has several suggestions for related parties. As for the suggestions that the researcher can give to relate parties as follows:

### 1. For Teacher

The teacher is one of the people who have an important role in carrying out the school literacy movement is an effort to form character of reading fondness. Therefore, in the future teachers should be able to develop literacy activities by taking into account the characteristics of students. And then to motivate students to become people who have a character of reading fondness.

### 2. For The Institution

The institution is also an important portion, the institution that a role in the process of forming the character of reading fondness in terms of education. Therefore, the institution should be more attention is given to regulating literacy activities more clearly and providing to support infrastructure such as the availability of wider library. As well as providing storybooks needed in literacy activities.

### 3. For Other Researcher

The researcher realizes that the study is still lacking from the word-perfect. Therefore, the other researcher should be able to develop the study on

the school literacy movement as an effort to form character of reading fondness into a deeper and broader discussion.





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## APPENDIXS





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No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Dosen Pembimbing
1	14/02/2020	Konsultasi pedoman wawancara	
2	5/5/2020	Konsultasi bab IV	
3	8/5/2020	Revisi bab IV	
4	12/05/2020	Konsultasi bab V dan VI	
5	18/05/2020	Konsultasi bab I-VI	
6	20/5/2020	Teknik penulisan dari bab I-VI	
7	1/06/2020	Acc skripsi	

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## Appendix II



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Nomor : 167 /Un.03.1/TL.00.1/02/2020  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

12 Februari 2020

Kepada  
Yth. Kepala Dinas Pendidikan dan Kebudayaan Kota Malang  
di  
Malang

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Nur Baiti Purnamasari  
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Semester-Tahun Akademik : Genap - 2019/2020  
Judul Skripsi : Gerakan Literasi Sekolah Sebagai upaya  
Pembentukan Karakter Gemar Membaca  
Kelas Rendah di SDN Percobaan 2 Malang  
Lama Penelitian : Februari 2020 sampai dengan April 2020

diberikan izin untuk melakukan penelitian di SDN Percobaan 2 Malang.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**

Dekan  
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Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Yth. Kepala SDN Percobaan 2 Malang
3. Arsip

### Appendix III

#### PEDOMAN OBSERVASI

No	Aspek observasi	Checklist	Deskripsi
1.	Ada kegiatan 15 menit membaca:  a. Membaca nyaring b. Membaca dalam hati c. Membaca nyaring interaktif d. Membaca terpandu e. Membaca bersama f. Membaca mandiri		
2.	Kegiatan 15 menit membaca dilakukan setiap hari (di awal, tengah, atau menjelang akhir pelajaran).		
3.	Buku yang dibacakan kepada atau dibaca oleh peserta didik dicatat judul dan nama pengarangnya dalam catatan harian.		
4.	Ada perpustakaan sekolah atau ruangan khusus untuk menyimpan buku non-pelajaran.		

5.	Ada kegiatan menanggapi buku bacaan pada jam pelajaran literasi atau jam pelajaran di perpustakaan sekolah, dan sudut baca di kelas		
6.	Ada sudut baca kelas di tiap kelas dengan koleksi buku non-pelajaran		
7.	Ada poster - poster kampanye membaca di kelas, koridor, dan area lain di sekolah.		
8.	Ada koleksi buku pengayaan yang bervariasi.		
9.	Ada tim literasi sekolah.		
10.	Sekolah berupaya melibatkan publik (orang tua, alumni, dan elemen masyarakat lain) mengembangkan kegiatan literasi sekolah.		

11.	Kebun sekolah, kantin , dan UKS menjadi lingkungan yang kaya literasi. terdapat poster-poster tentang pembiasaan hidup sehat, kebersihan, dan keindahan di kebun sekolah, kantin, dan UKS. Makanan di kantin sekolah diolah dengan bersih dan sehat.		
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## **Appendix IV**

### **PEDOMAN WAWANCARA**

Wawancara dengan siswa kelas rendah

1. Apakah kamu suka membaca?
2. Buku apa saja yang biasa kamu baca?
3. Apakah kamu suka dengan literasi di kelas?
4. Kapan kamu membaca buku cerita?
5. Berapa buku biasanya yang kamu baca?
6. Apakah kamu suka datang ke perpustakaan? Mengapa?
7. Apa yang kamu lakukan di perpustakaan?
8. Apakah kamu suka buku-buku yang ada di perpustakaan?
9. Menurut kamu apakah perpustakaan sudah memiliki buku-buku yang lengkap?
10. Apa harapanmu kedepan dengan adanya perpustakaan?
11. Apakah kamu pernah merasa malas membaca? Mengapa?



## **PEDOMAN WAWANCARA**

Wawancara dengan kepala sekolah

1. Apakah di sekolah ini sudah menerapkan program gerakan literasi sekolah?
2. Kapan program Gerakan Literasi Sekolah (GLS) di SDN Percobaan 2 Malang diterapkan?
3. Apa latar belakang pelaksanaan program gerakan literasi sekolah di SDN Percobaan 2 Malang?
4. Bagaimana proses pelaksanaan gerakan literasi sekolah di SDN Percobaan 2 Malang?
5. Apakah ada tim khusus dalam menangani pelaksanaan gerakan literasi sekolah?
6. Siapa saja yang terlibat dalam pelaksanaan gerakan literasi sekolah?
7. Apa saja kendala yang dialami dalam pelaksanaan gerakan literasi sekolah?
8. Bagaimana upaya anda dalam pelaksanaan gerakan literasi sekolah?
9. Apa target dari pelaksanaan gerakan literasi sekolah ini?

## **PEDOMAN WAWANCARA**

Wawancara dengan guru kelas

1. Kapan program Gerakan Literasi Sekolah (GLS) di SDN Percobaan 2 Malang diterapkan?
2. Bagaimana kegiatan GLS di SDN Percobaan 2 Malang?
3. Bagaimana kegiatan membaca pada program GLS di SDN Percobaan 2 Malang?
4. Siapa saja yang terlibat dalam kegiatan GLS di SDN Percobaan 2 Malang?
5. Apakah ada tim literasi sekolah (TLS) di SDN Percobaan 2 Malang?
6. Apa saja kendala-kendala dalam kegiatan GLS di SDN Percobaan 2 Malang?
7. Bagaimana upaya dalam mengatasi kendala yang ada dalam kegiatan literasi?
8. Apakah dalam kegiatan GLS di SDN Percobaan 2 Malang mengacu pada buku pedoman GLS?
9. Apa harapan anda untuk pelaksanaan kegiatan literasi ini?

## **PEDOMAN WAWANCARA**

Wawancara dengan petugas perpustakaan

1. Apa saja kegiatan literasi di Perpustakaan SDN Percobaan 2 Malang?
2. Apa saja jenis buku yang ada di Perpustakaan SDN Percobaan 2 Malang?
3. Apakah dari pihak pustakawan pernah mengadakan kegiatan literasi?
4. Apakah pihak pustakawan pernah berkolaborasi dengan penggiat literasi (komunitas, perpustakaan daerah, dll)?
5. Bagaimana kegiatan literasi di Perpustakaan SDN Percobaan 2 Malang?
6. Apa saja kendala yang ada saat kegiatan literasi di Perpustakaan SDN Percobaan 2 Malang?
7. Bagaimana upaya dalam mengatasi kendala dalam kegiatan literasi di perpustakaan SDN Percobaan 2 Malang?
8. Program apa saja yang anda rencanakan untuk mendukung kegiatan literasi di sekolah ini?
9. Menurut anda, apa harapan kedepan untuk kegiatan literasi di perpustakaan SDN Percobaan 2 Malang?

## Appendix V

### TRANSKIP WAWANCARA

Nama : Dwi Puji Astuti, S.Pd (guru kelas 1)

Waktu: 26 Februari 2020

Tempat: Taman sekolah

1. Kapan program Gerakan Literasi Sekolah (GLS) di SDN Percobaan 2 Malang diterapkan?

Sudah lama mbak. Tapi baru terfokus dan terjadwalkan ya masih baru-baru ini.

2. Bagaimana kegiatan GLS di SDN Percobaan 2 Malang?

Kegiatan literasi sudah kami jadwalkan setiap Hari Selasa dan Rabu mbak. Kegiatannya salah satunya membaca cerita. Mereka membaca buku cerita. Tapi sesekali literasi saya ganti. Saya membawa buku cerita besar ada gambar dan tulisannya yang besar juga. Jadi saya menceritakan dari buku tersebut. Tapi itu ya hanya sesekali saja mbak, kalau mereka sudah bilang bosan bu, jadi saya yang ganti bercerita. Tapi ya namanya juga anak-anak mbak cepat bosan. kadangkala juga mereka maju bergantian menceritakan buku yang telah selesai dibaca. Mereka kalau sudah membaca buku, mereka catat seperti tanggal membaca, judul bukunya. Kebetulan kan mbak mereka sudah ada buku khusus untuk literasi.

3. Bagaimana kegiatan membaca pada program GLS di SDN Percobaan 2 Malang?

Kalau di kelas saya mbak berhubung masih kelas 1 jadi, anak-anak membaca buku cerita yang banyak gambarnya dan sedikit tulisannya. Isi ceritanya juga gak panjang. Karna memang masih kelas 1 masih ada beberapa anak yang belum lancar membaca. Jadi, saya membimbing terus. dalam kegiatan membaca mereka membaca dalam hati mbak. Tapi karna kemampuan siswa beda-beda mbak, untuk yang belum begitu lancar mereka membacanya dengan mengeluarkan suara. Mereka juga kalau belum selesai membaca satu buku juga tidak apa bisa dilanjut lagi. Jadi gak harus yang Hari Selasa itu mereka habis satu buku. Setelah mereka membaca ada interaksi dengan mereka mbak. Ya berkaitan dengan apa yang mereka baca seperti menanyakan judul buku, nama tokoh, watak tokohnya ya pertanyaan sederhana gitu mbak. Mereka juga menceritakan alur cerita di depan kelas dengan membawa buku literasi. Sistemnya saya tunjuk acak. Mereka mencerita alur cerita secara garis besar. Tetapi saya harus memancing pertanyaan dulu, seperti tentang apa ceritanya, kapan ceritanya terjadi, dimana tempatnya. Ya, pertanyaan – pertanyaan sederhana tentang isi cerita.

4. Siapa saja yang terlibat dalam kegiatan GLS di SDN Percobaan 2 Malang?

Kalau yang terlibat tentu guru kelas, guru mata pelajaran, pihak perpustakaan, dan orang tua. Karna yang melaksanakan kegiatan literasi di kelas adalah guru kelas. Kadangkala kalau gurunya belum datang atau ada keperluan yang lain



biasanya meminta tolong kepada guru mata pelajaran yang kosong. Pihak perpustakaan jelas ya mbak terlibat, karna anak-anak cepat bosan dengan buku yang ada di kelas, jadi mereka meminjam buku cerita dari perpustakaan. Orang tua juga terlibat, karna koleksi buku cerita di kelas adalah donasi dari para orang tua. Sedangkan dari pihak-pihak yang lain belum mbak. Belum bekerjasama dengan perpustakaan keliling dan komunitas.

5. Apakah ada tim literasi sekolah (TLS) di SDN Percoaan 2 Malang?

Setau saya ada mbak. Sekolah baru membentuknya untuk persiapan lomba gsf kemarin itu.

6. Apa saja kendala-kendala dalam kegiatan GLS di SDN Percobaan 2 Malang?

Ketekunan anak-anak membaca, anak-anak mudah bosan dalam membaca buku. Ini juga mbak kemampuan anak untuk membaca juga berbeda-beda. Kadang saya bingung menentukannya. Belum ada perwakilan guru juga mengikuti workshop mengenai kegiatan literasi mbk, jadi belum ada pengembangan mengenai kegiatan literasi.

Kendalanya juga dengan waktu yang ada. Kadang-kadang waktunya tidak cukup. Jadi, saya menambah 5 sampai 10 menit. Sebenarnya tidak hanya itu saja mbak, saya juga belum pernah membuat kegiatan literasi di perpustakaan. Karna selama ini ketika mengajak anak-anak ke perpustakaan, tempatnya belum memadai. Mulai dari tempatnya yang tidak cukup dan meja yang tersedia hanya sedikit. Jadi, ya saya hanya menyuruh mereka untuk meminjam buku saja di perpustakaan mbak.

7. Bagaimana upaya dalam mengatasi kendala yang ada dalam kegiatan literasi?

Upaya saya ini mbak menambah sedikit waktu dalam kegiatan. Karna mereka cepat bosan, saya memperbolehkan mereka membawa buku cerita sendiri dari rumah. Untuk kegiatan literasi di perpustakaan, upaya saya mempersiapkan jauh-jauh hari mbak. Mengingat mereka masih kelas rendah, masih suka ramai lari sana sini. Agar gak menyita waktu saya harus mempersiapkan jauh hari seperti mempersiapkan teknis kegiatannya. Saya gak bosan-bosan juga menasehati mereka untuk terus membaca buku saat ada waktu luang.

8. Apakah dalam kegiatan GLS di SDN Percobaan 2 Malang mengacu pada buku pedoman GLS?

Buku pedoman belum ada mbak. Kami hanya mengacu pada sop saja mbak. Seperti sop tentang jadwal kegiatan literasi, berapa menit untuk kegiatan literasi. Kalau mengenai seluruh konsep kegiatan literasi di sekolah ini ya tergantung dengan kondisi kelasnya masing-masing.

9. Apa harapan anda untuk pelaksanaan kegiatan literasi ini?

Harapannya mbak semua anak suka membaca. Mereka bisa lebih meluangkan waktunya untuk baca buku. Saya juga berharap semoga kedepannya ada perwakilan guru untuk mengikuti workshop masalah literasi biar ada pengembangan kegiatan literasinya mbak.

Nama : Fitri Yuliani (guru kelas 3D)

Waktu: 24 Februari 2020

Ruang: Perpustakaan

1. Kapan program Gerakan Literasi Sekolah (GLS) di SDN Percobaan 2 Malang diterapkan?

Sebenarnya sudah sejak lama. Tapi penerapan literasi yang setiap Hari Selasa dan Rabu mulai satu tahun ini. Penerapannya itu sekitar tahun 2018 ke 2019 sampai sekarang. Tapi sebelum satu tahun ini hanya setiap Hari Jumat.

2. Bagaimana kegiatan GLS di SDN Percobaan 2 Malang?

Kegiatannya anak-anak membaca buku. Setelah itu anak-anak menceritakan kembali dengan bahasanya sendiri dalam bentuk tulisan. Mereka Ada buku tersendiri untuk jadwal literasi, namanya buku literasi. Jadi, kegiatan literasi mereka membaca dan menulis. Kegiatannya diselang-seling gitu mbak. Semisal minggu ini mereka membaca minggu depannya mereka menulis pengalamannya ataupun mereka menuliskan hal-hal baik yang telah mereka lakukan selama satu minggu. Tapi ya kadang-kadang ini sih mbak mereka juga bercerita.

3. Bagaimana kegiatan membaca pada program GLS di SDN Percobaan 2 Malang?

Kegiatan membacanya itu tadi mbak sudah dijadwalkan yang setiap Hari Selasa dan Rabu. Kegiatannya dimulai diawal, setelah pembacaan asmaul

husna. Saat waktunya membaca, ada perwakilan yang mengambilkan buku bacaan di sudut baca. Lalu membagikannya ke teman-temannya. Kalaupun kedapatan buku yang sudah mereka baca, mereka akan bertukar dengan temannya. Kadang mereka juga membawa buku dari rumah ataupun meminjam di perpustakaan. Setelah itu, saya kasih waktu 15 menit untuk mereka membaca buku. Saat membaca mereka dengan membaca dalam hati. Mereka juga membaca nyaring tapi saat kegiatan pelajaran.

4. Siapa saja yang terlibat dalam kegiatan GLS di SDN Percobaan 2 Malang?

Sejauh ini yang terlibat ya guru kelas, murid, dan orang tua. Masih itu saja mbak yang terlibat. Orang tua terlibat juga karena koleksi buku cerita di setiap kelas itu juga dari orang tua. Jadi, setiap satu tahun sekali waktu ajaran baru guru kelasnya memberikan informasi ke murid untuk membawa buku cerita. Sejauh ini juga belum melibatkan pihak lain. Belum ada perpustakaan keliling yang datang ataupun komunitas. Ya, kegiatan GLS masih tahap pembiasaan di kelas saja mbak.

5. Apakah ada tim literasi sekolah (TLS) di SDN Percobaan 2 Malang?

Ada. Tapi itu timnya waktu lomba gsf kemarin mbk.

6. Apa saja kendala-kendala dalam kegiatan GLS di SDN Percobaan 2 Malang?

Kendalanya di waktu ya, waktunya hanya pendek. Karna kegiatan literasi hanya 30 menit diawal dan hanya Hari Selasa dan Rabu. Jadi, untuk yang lain kalau bukan pas jamnya literasi anak-anak minat membacanya kurang. Sama

ini mbak belum ada reward untuk anak-anak. Misalkan sudah baca buku apa saja, kita belum ada reward untuk mereka.

7. Bagaimana upaya dalam mengatasi kendala yang ada dalam kegiatan literasi?

Untuk kendala waktu Saya biasanya menambah waktu 5 menit sampai 10 menit mbak. Selain itu saya juga memperbolehkan mereka ketika selesai mengerjakan tugas untuk membaca buku cerita.

8. Apakah dalam kegiatan GLS di SDN Percobaan 2 Malang mengacu pada buku pedoman GLS?

Tidak mbak. Dari bidang kurikulumnya dulu hanya menginfokan bahwa Hari Selasa dan Rabu ada kegiatan literasi. Setelah itu ya diserahkan ke masing-masing guru kelas. Jadi, kegiatan GLS disini ya tergantung dari kreativitas guru kelasnya. Saya juga tidak tau kalau ada buku pedomannya.

9. Apa harapan anda untuk pelaksanaan kegiatan literasi ini?

Harapannya yang jelas anak-anak menjadi gemar membaca. Anak-anak mendapatkan pengalaman dan wawasan yang luas mbak.



Nama : Olim Walentiningsih S.Pd, M.Pd

Waktu: 25 Februari 2020

Tempat: Ruang Kepala Sekolah

1. Apakah di sekolah ini sudah menerapkan program gerakan literasi sekolah?

Sudah mbak. Disini sudah menerapkannya.

2. Kapan program Gerakan Literasi Sekolah (GLS) di SDN Percobaan 2 Malang diterapkan?

Kalau disini sejak 2016 sudah ada.

3. Apa latar belakang pelaksanaan program gerakan literasi sekolah di SDN Percobaan 2 Malang?

Ya yang melatar belakanginya itu dari peraturan mbak. Kita manut pada itu lho mbak permendikbud No.21 Tahun 2015 tentang penumbuhan Budi pekerti. Penerapan peraturan itu kan salah satunya dalam bentuk kegiatan literasi. Kegiatan literasi juga masuk dalam PPK kan mbak. Jadi ya latar belakangnya kita memakai peraturan itu mbak.

4. Bagaimana proses pelaksanaan gerakan literasi sekolah di SDN Percobaan 2 Malang?

Pelaksanaannya disini setiap hari, include dalam pembiasaan setiap pagi. Misalnya Hari Senin itu upacara. Upacara juga ada literasinya seperti mereka mendengarkan amanat pembina upacara. Terus Hari Selasa mereka ada membaca senyap di kelas kurang lebih selama 15 menit. Hari Rabu

kegiatannya menulis hal baik yang pernah mereka lakukan. Contohnya pernah memabntu orang menyebrang di jalan. hal seperti itu di tulis. Tapi karna waktunya terbatas mbak, jadi kalau tidak selesai ya dilanjut minggu depan. Hari Kamis kegiatan literasinya talent. Jadi, mereka tampil entah itu menanyi, menari, membaca puisi, bercerita. Ya, sebisa merekalah mbak. Kemudian, Hari Jumatnya itu mengaji surat pendek. Jadi mbak aspek keterampilan bahasa sudah diterapkan juga. Seperti membaca sudah ada Hari Selasa, Menyimak sudah ada waktu upacara, menulis sudah juga Hari Rabu, dan berbicara juga sudah ketika penampilan talent itu. Kita juga sudah menerapkan literasi digital mbak, seperti anak-anak ditugasi untuk mencari sesuatu di internet.

5. Apakah ada tim khusus dalam menangani pelaksanaan gerakan literasi sekolah?  
Kalau disini sudah ada mbak. Tim literasinya baru dibentuk untuk kegiatan lomba kemarin green school festival. Karna di lomba kemarin ada cabang tentang literasi.

6. Siapa saja yang terlibat dalam pelaksanaan gerakan literasi sekolah?

Di sekolah ini ya guru, murid dan pihak perpustakaan mbak. Misalnya seperti ini mbak, kita melibatkan pihak perpustakaan untuk memfasilitasi para guru dan murid untuk mencari sumber belajar. Kita melibatkan pihak dari luar hanya dengan perpustakaan kota itu mbak. Pernah dulu ada salah satu kelas yang berkunjung kesana. Tapi untuk yang seperti perpustakaan keliling ataupun komunitas penggiat literasi belum pernah datang kemari.

7. Apa saja kendala yang dialami dalam pelaksanaan gerakan literasi sekolah?

Fasilitas untuk kegiatan membaca selain di perpustakaan di tiap kelaskan juga sudah ada pojok buku. Anak-anak sangat senang mbak. Tapi ya gitu, untuk bukti fisiknya anak senang membaca atau sudah membaca tidak ada deteksinya. Saya juga melihat setiap hari di perpustakaan pasti ada anak yang membaca, tapi tidak banyak mbak. Terus juga anak-anak cepat bosan kan mbak, jadi kita membutuhkan lebih banyak buku.

8. Bagaimana upaya anda dalam pelaksanaan gerakan literasi sekolah?

Upaya yang saya lakukan ini mbak tetap berkoordinasi dengan guru kelas, pihak perpustakaan, dan orang tua. Karna pelaksanaan kegiatan literasi yang membaca itu kan di kelas masing-masing. Terus selalu mengecek juga di perpustakaan. Koordinasi dengan orang tua mengenai buku cerita. Karna buku cerita yang ada di pojok kelas itu dari anak-anak membawa sendiri mbak. Selain itu saya akan mengupayakan bekerjasama dengan perpustakaan keliling. Agar murid-murid juga bisa membaca dari adanya perpustakaan keliling.

9. Apa target dari pelaksaannya gerakan literasi sekolah ini?

Targetnya ya menumbuhkan anak-anak berkarakter mbak. Seperti kegiatan yang di Hari Selasa membaca senyap itu anak-anak menjadi senang membaca. Menumbuhkan karakter gemar membaca. Jadi, ada kemauan dari mereka sendiri gitu mbak untuk membaca. Tidak menunggu disuruh, dijadwal mbak.

Mereka mencari sendiri bacaan secara digital maupun secara membaca buku.

Jadi, menambah literasi pada dirinya.



Nama : Yuni Hardiana (petugas perpustakaan)

Waktu: 24 Februari 2020

Ruang: Perpustakaan

1. Apa saja kegiatan literasi di Perpustakaan SDN Percobaan 2 Malang?

Literasi disini disetiap kelas sudah ada pojok bacanya. Tergantung gurunya, mau literasi di kelas atau muridnya dibawa ke perpustakaan.

2. Apa saja jenis buku yang ada di Perpustakaan SDN Percobaan 2 Malang?

Ada buku pelajaran, buku cerita seperti cerita dongeng, cerita rakyat. Kalau buku pelajarannya ya pelajaran biasa seperti buku agama, bahasa inggris. Ada juga buku biografi dan ensiklopedia.

3. Apakah dari pihak pustakawan pernah mengadakan kegiatan literasi?

Sejauh ini masih belum. Kami belum ada program tersendiri buat anak-anak. Mungkin nanti bisa dijadwalkan perkelas.

4. Apakah pihak pustakawan pernah berkolaborasi dengan penggiat literasi (komunitas, perpustakaan daerah,dll)?

Masih belum pernah mbak. Ya sejauh ini kegiatan literasi masih dikelola dengan guru kelasnya masing-masing. Pihak perpustakaan ya hanya memfasilitasi buku dan tempat saja.

5. Bagaimana kegiatan literasi di Perpustakaan SDN Percobaan 2 Malang?

Kegiatannya ya anak-anak baca buku. Kalau gak gitu cuma minjam buku saja. Gak banyak juga yang datang ke perpustakaan. Satu bulan rata-rata ya cuma



20an anak saja. Kalau ada banyak anak ya guru kelasnya yang mengajak mereka waktu jadwal kegiatan literasi. Itupun juga yang dampingi guru kelas. Jadi, ya itu tadi pihak perpustakaan sejauh ini masih memfasilitasi buku dan tempat saja.

6. Apa saja kendala yang ada saat kegiatan literasi di Perpustakaan SDN Percobaan 2 Malang?

Kendalanya sih ruangnya ini terlalu kecil. Kalau pas satu kelas berkegiatan literasi di perpustakaan, mereka umpek-umpekan. Terus mejanya juga terbatas. Kalau mereka pas kegiatan menulis ya satu meja dibuat empat orang. Mereka duduknya tambah deket-deketan. Apalagi kalau yang datang kelas 1, mereka gak bisa diem gitu. Jadi, kelihatan penuh dan rame.

7. Bagaimana upaya dalam mengatasi kendala dalam kegiatan literasi di perpustakaan SDN Percobaan 2 Malang?

Upaya saya sejauh ini terus berkomunikasi dengan kepala sekolah mbak. Karena saya mengupayakan untuk mengajukan pertambahan ruangan kepada kepala sekolah.

8. Program apa saja yang anda rencanakan untuk mendukung kegiatan literasi di sekolah ini?

Program untuk literasi yang berkaitan dengan perpustakaan saya mengusahakan akan mengadakan jadwal kunjungan pada setiap kelas secara bergantian. Tujuannya untuk mengenalkan siswa pada perpustakaan dan menumbuhkan kegemaran membaca.

9. Menurut anda, apa harapan kedepan untuk kegiatan literasi di perpustakaan SDN Percobaan 2 Malang?

Saya berharap semoga perpustakaan SDN Percobaan 2 Malang segera menjadi perpustakaan yang berbasis digital. Dan saya berharap kegiatan literasi dapat berjalan sesuai programnya serta terus berkembang.



Nama : Akmal Firjatullah

Kelas: 3

Waktu: 24 Februari 2020

Ruang: Kelas 3

1. Apakah kamu suka membaca?

Agak gak suka baca.

2. Buku apa saja yang biasa kamu baca?

Buku si juki. Saya suka buku komik.

3. Apakah kamu suka dengan literasi di kelas?

Suka. Karena bisa membaca, menulis, dan memahami.

4. Kapan kamu membaca buku cerita?

Waktu jam literasi saja.

5. Berapa buku biasanya yang kamu baca?

Satu minggu 2 buku.

6. Apakah kamu suka datang ke perpustakaan? Mengapa?

Nggak bu. Karna kadang-kadang disana rame.

7. Apa yang kamu lakukan di perpustakaan?

Baca buku.

8. Apakah kamu suka buku-buku yang ada di perpustakaan?

Suka.

9. Menurut kamu apakah peprustakaan sudah memiliki buku-buku yang lengkap?

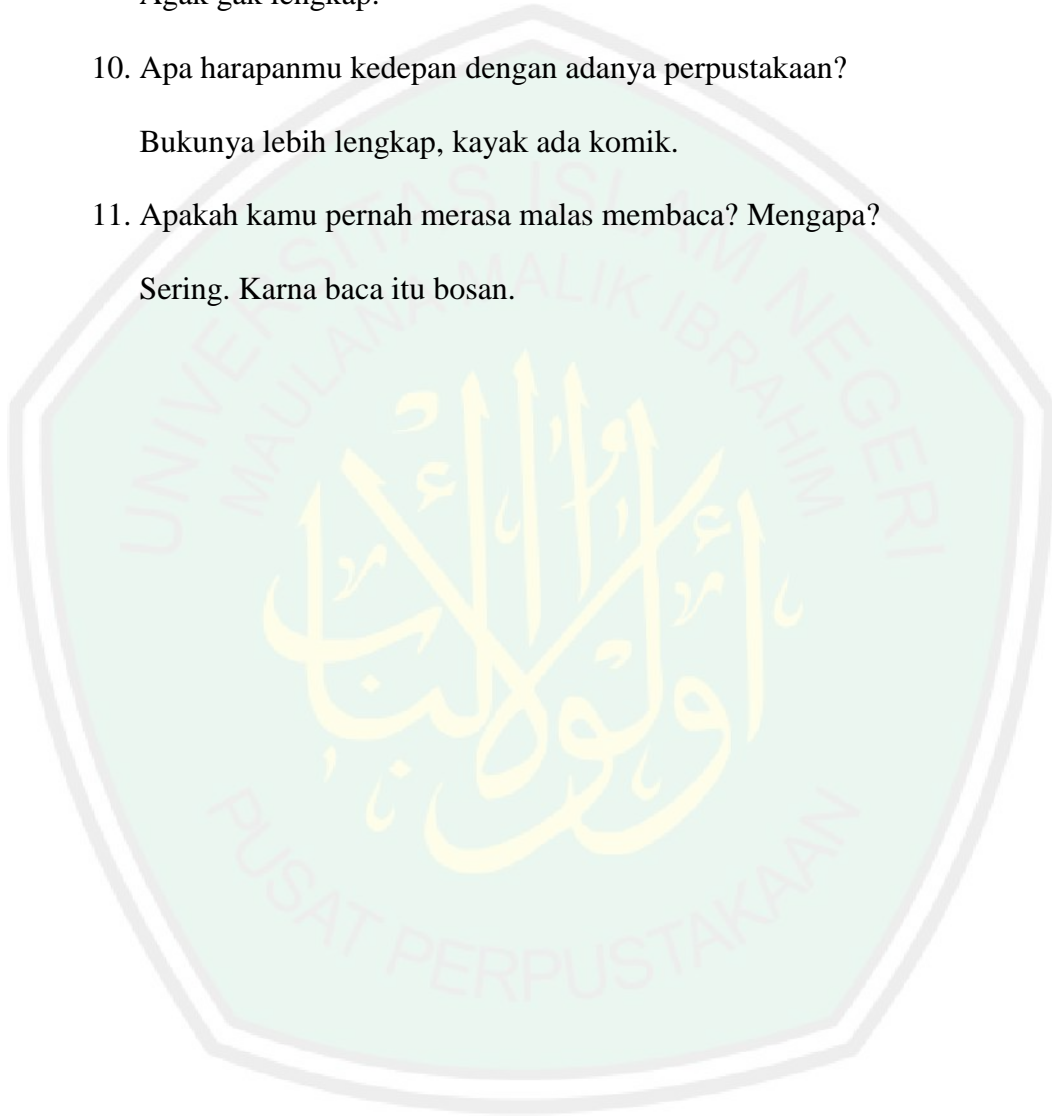
Agak gak lengkap.

10. Apa harapanmu kedepan dengan adanya perpustakaan?

Bukunya lebih lengkap, kayak ada komik.

11. Apakah kamu pernah merasa malas membaca? Mengapa?

Sering. Karna baca itu bosan.



Nama : Kirania Agatha Putri Andien

Kelas: 2

Waktu: 25 Februari 2020

Ruang: Perpustakaan

1. Apakah kamu suka membaca?

Lumayan.

2. Buku apa saja yang biasa kamu baca?

Biasanya buku tentang dongeng dan petualangan.

3. Apakah kamu suka dengan literasi di kelas?

Nggak. Soalnya bikin bosen. Kegiatannya gitu-gitu aja. Jadi, baca buku cuma liat gambarnya aja.

4. Kapan kamu membaca buku cerita?

Waktu jam literasi dan kadang-kadang waktu istirahat.

5. Berapa buku biasanya yang kamu baca?

Satu minggu 3 buku.

6. Apakah kamu suka datang ke perpustakaan? Mengapa?

Suka. Karna bisa baca buku.

7. Apa yang kamu lakukan di perpustakaan?

Baca buku.

8. Apakah kamu suka buku-buku yang ada di perpustakaan?



Suka. Karna lebih banyak daripada yang di kelas.

9. Menurut kamu apakah peprustakaan sudah memiliki buku-buku yang lengkap?

Lumayan lengkap.

10. Apa harapanmu kedepan dengan adanya perpustakaan?

Bukunya lebih lengkap lagi.

11. Apakah kamu pernah merasa malas membaca? Mengapa?

12. Sering. Karna enakan main.



Nama : Rafadhika Andrean Pratama

Kelas: 3

Waktu: 25 Februari 2020

Ruang: Kelas

1. Apakah kamu suka membaca?

Suka. Karna biar dapat ilmu.

2. Buku apa saja yang biasa kamu baca?

Suka baca buku komik.

3. Apakah kamu suka dengan literasi di kelas?

Suka.

4. Kapan kamu membaca buku cerita?

Waktu jam literasi itu dan waktu Hari Jumat.

5. Berapa buku biasanya yang kamu baca?

Satu minggu 4 buku.

6. Apakah kamu suka datang ke perpustakaan? Mengapa?

Nggak. Karna anaknya rame-rame bu. Gak bisa baca.

7. Apa yang kamu lakukan di perpustakaan?

Baca buku.

8. Apakah kamu suka buku-buku yang ada di perpustakaan?

Suka.

9. Menurut kamu apakah peprustakaan sudah memiliki buku-buku yang lengkap?

Iya lengkap.

10. Apa harapanmu kedepan dengan adanya perpustakaan?

Lebih tenang biar bisa baca.

11. Apakah kamu pernah merasa malas membaca? Mengapa?

Sering. Karna ya malas aja.



## Appendix VI

## HASIL OBSERVASI

No	Aspek observasi	Checklist	Deskripsi
1.	<p>Ada kegiatan 15 menit membaca:</p> <ul style="list-style-type: none"> <li>a. Membaca nyaring</li> <li>b. Membaca dalam hati</li> <li>c. Membaca nyaring interaktif</li> <li>d. Membaca terpandu</li> <li>e. Membaca bersama</li> <li>f. Membaca mandiri</li> </ul>	√	<p>Kegiatan 15 menit membaca dilakukan dengan membaca nyaring dan dalam hati.</p> <p>Membaca nyaring dilakukan oleh guru kelas saat kegiatan mendongeng. Membaca dalam hati dilakukan oleh peserta didik saat kegiatan membaca buku cerita.</p>
2.	Kegiatan 15 menit membaca dilakukan setiap hari (di awal, tengah, atau menjelang akhir pelajaran).	√	Kegiatan 15 menit membaca dilakukan setiap Hari Selasa di awal sebelum pembelajaran dimulai.
3.	Buku yang dibacakan kepada atau dibaca oleh peserta didik dicatat judul dan nama pengarangnya dalam catatan harian.	√	Sudah ada buku catatan khusus untuk kegiatan literasi.

4.	Ada perpustakaan sekolah atau ruangan khusus untuk menyimpan buku non-pelajaran.	√	Sekolah sudah memiliki peprustakaan dan di setiap kelas sudah ada sudut baca tempat menyimpan koleksi buku non-pelajaran.
5.	Ada kegiatan menanggapi buku bacaan pada jam pelajaran literasi atau jam pelajaran di perpustakaan sekolah, dan susudt baca di kelas	√	Sudah ada kegiatan menanggapi buku bacaan saat jadwal literasi di kelas.
6.	Ada sudut baca kelas di tiap kelas dengan koleksi buku non-pelajaran	√	Di setiap kelas sudah terdapat sudut baca yaitu untuk proses kegiatan literasi.
7.	Ada poster-poster kampanye membaca di kelas, koridor, dan area lain di sekolah.	√	Sudah ada beberapa poster kampanye membaca di beberapa kelas dan koridor sekolah.
8.	Ada koleksi buku pengayaan yang bervariasi.	-	Belum ada.
9.	Ada tim literasi sekolah.	√	Sudah ada tetapi tidak berjalan



10.	Sekolah berupaya melibatkan publik (orang tua, alumni, dan elemen masyarakat lain) mengembangkan kegiatan literasi sekolah.	√	Sekolah melibatkan orang tua dalam pengadaan buku cerita.
1.	Kebun sekolah, kantin , dan UKS menjadi lingkungan yang kaya literasi. terdapat poster-poster tentang pembiasaan hidup sehat, kebersihan, dan keindahan di kebun sekolah, kantin, dan UKS. Makanan di kantin sekolah diolah dengan bersih dan sehat.	√	Kebun sekolah, kantin, dan UKS sudah menjadi lingkungan yang kaya literasi.
12.	Guru, kepala sekolah, dan tenaga kependidikan lain terlibat dalam kegiatan 15 menit dengan membaca dalam hati.	√	Sudah terlaksana, tetapi yang terlibat hanya guru kelas dalam kegiatan 15 menit membaca dalam hati.

## Appendix VII

### CATATAN LAPANGAN

Tanggal Observasi: 24 Februari 2020

Tempat: Kelas 3B

Waktu: 07.45 – 08.30

### HASIL OBSERVASI

Hari Senin, 24 Februari 2020, peneliti mulai melakukan penelitian di SDN Percobaan 2 Malang. Pukul 07.30 peneliti sudah sampai di SDN Percobaan 2 Malang. Sesampainya di sekolah, peneliti langsung menuju ke perpustakaan. Waktu itu, keadaan cukup hening, dikarenakan semua siswa sudah masuk ke kelas masing-masing. Peneliti di ruang perpustakaan bersama Bu Mery dan Bu Yuni selaku petugas perpustakaan. Pagi itu, Guru yang mengajar di kelas 3B belum datang, hal itu menyebabkan beberapa murid berkeliaran di luar kelas dan yang lain ramai di dalam kelas. Oleh karena itu, Bu Mirna selaku guru yang sedang mengajar di sebelah kelas 3B datang ke perpustakaan meminta tolong kepada Bu Mery untuk masuk ke kelas 3B.

Setelah itu, peneliti dan Bu Mery mendatangi kelas 3B. Sesampainya di kelas, suasananya tidak terkontrol. Hampir semua murid ramai sendiri, ada yang saling mengobrol, berlarian di kelas, dan duduk di meja. Mereka mulai duduk di

kursinya masing-masing setelah Bu Mery memberikan perintah untuk diam. Setelah itu, Bu Mery mengintruksikan untuk membaca buku cerita terlebih dahulu sambil menunggu wali kelasnya datang. Namun, para murid menjawab bukan jadwalnya literasi. Kemudian, Bu Mery memberikan nasehat pentingnya membaca buku. Setelah itu, beberapa siswa bertugas dalam mengambilkan buku cerita untuk dibagikan kepada teman-temannya.

#### Interpretasi Peneliti:

Dari uraian di atas, peneliti menginterpretasikan bahwa kesadaran untuk membaca masih belum terbentuk. Mereka masih terpacu pada jadwal yang sudah ada.

## Appendix VIII

### Profil Sekolah SDN Percobaan 2 Malang

No.	IDENTITAS SEKOLAH	
1	Nama Sekolah	Sekolah Dasar Negeri Percobaan 2 Malang
2	Nomor Statistik Sekolah (NSS) Nomor Pokok Sekolah Nasional (NPSN)	101056102068/ 20533669
3	Provinsi	Jawa Timur
4	Otonomi	Kota Malang
5	Kecamatan	Sukun
6	Kelurahan	Pisang Candi
7	Kode Pos	65146
8	Daerah	Perkotaan
9	Status	Negeri
10	Alamat Sekolah	Jalan Galunggung No. 1 Malang

## Visi dan Misi SDN Percobaan 2 Malang

### 1. Visi

Membangun Anak Didik Yang Beriman, Bertakwa, Cerdas, Terampil  
Dan Berbudaya Lingkungan.

### 2. Misi

- a. Meningkatkan Imtak Dan Akhlak Mulia melalui kegiatan keagamaan
- b. Mengembangkan Pembelajaran Aktif, Kreatif, Efektif, Menyenangkan Dan Inovatif (Pakemi)
- c. Meningkatkan Potensi, Kecerdasan, Minat dan Etika sesuai dengan tahap perkembangan dan kemampuan peserta didik
- d. Mengembangkan Lingkungan Sekolah Yang Aman, Nyaman Dan Sehat
- e. Meningkatkan kepedulian terhadap lingkungan
- f. Meningkatkan sarana prasarana yang ramah lingkungan
- g. Membangun komitmen dan meningkatkan kedisiplinan warga sekolah
- h. Membudayakan 8 S ( Senyum, Salam, Sapa, Salim, Sopan, Santun, Siap, Syukur )
- i. Mengembangkan budaya baca melalui Aku Cinta Membaca
- j. Melaksanakan manajemen yang Transparan, Toleransi dan Akuntabel.



### Sarana dan Prasarana SDN Percobaan 2 Malang

No	Nama Ruangan	Jumlah
1	Ruang kelas	24
2	Ruang kepala sekolah	1
3	Ruang tata usaha	1
4	Ruang UKS	1
5	Laboratorium IPA	1
6	Laboratorium Bahasa Inggris	1
7	Laboratorium Komputer	1
8	Ruang perpustakaan	1
9	Warung sekolah	1
10	Ruang penjaga sekolah	1
11	Dapur	1
12	Kamar kecil siswa	4
13	Kamar kecil guru	1
14	Sekretariat OR usia dini	1

15	Aula	1
16	Ruang kesenian	1
17	Mushola	1
18	Pos penjagaan	1
19	Ruang parker	1
20	Ruang KKG	1
21	Ruang gudep pramuka	1

## Appendix IX

### DOKUMENTASI



Kondisi perpustakaan

NO	JUDUL	JENIS					KETERANGAN	TANGGAL	KETERANGAN
		1	2	3	4	5			
1	Al-Qur'an								
2	Al-Qur'an								
3	Al-Qur'an								
4	Al-Qur'an								
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28	Al-Qur'an								
29	Al-Qur'an								
30	Al-Qur'an								

Daftar kunjungan



Poster membaca di kelas 1



Poster membaca di koridor



Kegiatan 15 menit  
membaca dalam hati



Literasi mendongeng



Menceritakan isi buku



Daftar Peminjaman buku



Buku literasi siswa



Koleksi buku di perpustakaan



Sudut baca di kelas



## CURRICULUM VITAE

### Author's Identity

Name : Nur Baiti Purnamasari  
NIM : 16140078  
Date of Birt : 12<sup>th</sup>, May 1998  
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### Formal Education

2003-2004 : TK Khadijah 63  
2004-2010 : SDN 1 Sumbergondo  
2010-20013 : SMPN 2 Genteng  
2013-2016 : SMAN 2 Genteng  
2016-2020 : UIN Maulana Malik Ibrahim

Malang, 20<sup>th</sup> August 2020

Nur Baiti Purnamasari

NIM. 16140078