THE IMPLEMENTATION OF STUDENTS' CHARACTER BUILDING THROUGH THE SCHOOL LITERACY MOVEMENT AT SMP NEGERI 1 SENGKANG, WAJO REGENCY

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Abstract: This study aims to determine the implementation of character building of students through the school literacy movement at SMP Negeri 1 Sengkang, Wajo Regency. This research is classified as qualitative research with historical, phenomenological, pedagogical, sociological, and psychological approaches. Researchers conducted interviews with teachers, education staff, resource persons, and students at SMP Negeri 1 Sengkang, Wajo Regency, to obtain data in the field. In addition, direct observations are also made on the material and stages of implementing activities. The data obtained from interviews and direct observations were analyzed by qualitative methods to determine the implementation, supporting and inhibiting factors, and efforts to overcome the inhibiting factors. The results showed that the formation of student character through the school literacy movement at SMP Negeri 1 Sengkang, Wajo Regency, was carried out integrally in implementing 15-minute habituation to reading. They responded to reading content through book reading journals, optimizing literacy facilities and a text-rich environment, and selecting reading books. The formation of his character is seen in the habituation of 15 minutes of reading. The optimization of literacy means a text-rich environment that gives birth to a character of curiosity and love to read, responding to the content of readings through book reading journals, and the selection of reading books that give birth to honest characters. The supporting factors are the positive response and good cooperation from school stakeholders, optimization of library services, and the role of parents/guardians through the collaboration of school committees.

Keywords: Character Building; Literacy Movement

I.   INTRODUCTION

The first revelation that Allah SWT handed down. To the Prophet, Muhammad PBUH is QS al-'Alaq/96:1-5. Allah begins His sentence in the surah with the word Iqra, meaning "read it!". The revelation is a command of Allah SWT. to the Prophet Muhammad PBUH through the intermediary of the Angel Gabriel to read or learn in a broad sense. Iqra is a symbol of the command of reading, one of the primary forms of literacy ability.

According to Prof. Dr M. Quraish Shihab, MA., semantically, Iqra' is formed from a root word meaning "to gather," so it does not always have to be interpreted as "reading a written text with a certain script." From the word "collecting" are born

various meanings, such as conveying, studying, exploring, researching, knowing the characteristics of something, and reading, whether written text or not [1]

> *Iqra' (Read it)! However, what to read? "Ma aqra'?" asked the Prophet—in a chronicle—after he had been embraced and commanded to read by Jibril a.s.*

> *The question was not answered, for Allah desired that he and his people read anything, during which reading Bismi Rabbik was beneficial to humanity.*

> *Iqra' means read, research, deep, know the characteristics of something, read nature, read the signs of the times, history, and oneself, which are written and unwritten. As a result, the object of Iqra's command includes everything it can reach.[2]*

The character consists of two parts. First, moral character is often talked about, among others, the value of Pancasila, faith, piety, integrity, honesty, justice, empathy, compassion, and good manners. Second, performance characteristics include hard work, tenacity, toughness, curiosity, Initiatives, perseverance, adaptability, and leadership.

There are several important reasons for the need to strengthen character in the context of education in Indonesia, namely: 1) the impact of the current globalization that brings life become increasingly complex, which almost obscures the culture, traditions, and character of the nation's generation itself, 2) the fact that there has been a narrowing of the meaning of education seen from the perspective of its application in the field. Many people emphasize the individual intelligent person more and ignore the spiritual dimension that can strengthen the character, and 3) the education organized today is still dominated by various dogmas, postulates, or teachings from the West. Whereas culturally, in fact, education can be extracted from the noble values of the Indonesian nation itself.[3]

In an article entitled "The Growth of Ethics through the School Literacy Movement", Triwati Rahayu concluded that:

> *The cultural level of community literacy correlates with the quality of the nation. A person's reading habits will significantly affect insight, mentality, and behavior. Habits can be fostered and developed. Therefore, one of the improvements in the quality of human resources is determined by the culture of literacy. Literacy is related to identifying, determining, finding, evaluating, creating, organizing, using, and communicating information to address various issues. That will foster the ethics of students by cultivating the school literacy ecosystem to become lifelong learners.[4]*

On that basis, it can be understood how the literacy movement is very much needed so that students have the character to love to read and are skilled in writing to

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[1]M. Quraish Shihab, *Wawasan al-Qur'an: Tafsir Maudhu'i Atas Pelbagai Persoalan Umat* (Cet. 13; Bandung: Mizan, 1996), h. 5.

[2]M. Quraish Shihab, *Wawasan al-Qur'an: Tafsir Maudhui Atas Perlbagai Persoalan Umat*, h. 6.

[3]Muhammad Yaumi, *Pendidikan Karakter: Landasan, Pilar, dan Implementasi,* h. 123.

[4]Triwati Rahayu, "Penumbuhan Budi Pekerti Melalui Gerakan Literasi Sekolah," *The Progressive and Fun Education Seminar*, t.th), h. 183.

create a literate generation. In addition, the literacy movement is expected to encourage students to become a generation of the nation with character and quality, able to organize information, use, and communicate information to overcome various problems.

Literacy is inseparable from the world of education. Literacy is a means for students to know, understand, and apply the knowledge they get in school. Literacy is also related to students' lives at home and in the surrounding environment.

In formal educational institutions, stakeholders, principals/madrasahs, teachers as educators, education staff, and librarians are very influential in facilitating the development of the literacy component of students. For a literacy environment to be created, it is necessary to change the paradigm of all stakeholders. That is what needs to be developed regarding the readiness of stakeholders for the success of the literacy movement.

SMP Negeri 1 Sengkang is one of the education units assisted by the Wajo Regency Government, which can respond to the literacy movement as an effort to strengthen the character of its students, as stated in its vision: "Excel in Achievement, Character and Environmental Culture and Global Insight Based on Science and Technology and Imtak".

Regarding the researcher's initial observations, several considerations can be the basis for choosing SMP Negeri 1 Sengkang as the research location. First, SMP Negeri 1 Sengkang is one of the academic units included in the superior category based on the nomenclature of junior high schools in the Wajo Regency. Second, SMP Negeri 1 Sengkang has become a partner and received USAID Priorities assistance during a cooperation between the Wajo Regency Government and USAID Priorities (2012-2017). Third, SMP Negeri 1 Sengkang is one of the implementers of the School Literacy Movement since the assistance of USAID Priorities until now.

It is on this basis that encourages the author research character building through the application of the school literacy movement at SMP Negeri 1 Sengkang. The hope, the results of the research can be used as a reference in developing a system of student character-building. Based on this background, the main problem in this study is: How is the implementation of the character building of students through the school literacy movement at SMP Negeri 1 Sengkang, Wajo Regency?

II.   THEORETICAL REVIEW

a.   *Character Building of Students*

In *Kamus Besar Bahasa Indonesia*, the word character means a psychiatric, moral or ethical trait that distinguishes a person from another; character; character. Character means good behaviour, which distinguishes it from 'character', interpreted as bad behaviour. Character is a collection of the good behaviour of a human child, and this behaviour is the embodiment of the awareness of carrying out his roles, functions, and duties carrying out his mandate and responsibility". In contrast, the opposite character indicates "a certain amount of a person's bad temperament". According to Sudewo, the character's role cannot be ruled out in the formation of human beings. It is this character that puts a person good or not. The character's position is not to be a companion of competence but rather to be his basis, spirit,

or soul. Furthermore, without character, self-improvement from competence can run wild, walking without signs and rules.[5]

For Doni Koesoema, character equals personality. Personality is considered as a characteristic, style, or characteristic of oneself that comes from forms accepted by the environment, such as family at the time of childhood, or also innate from birth.[6]

While Imam al-Ghazali, as quoted by Masnur Muslich, considered that character is closer to morals, that is, man's spontaneity in behaving or doing deeds that have converged in him. Al-Ghazali emphasizes that morals are a trait embedded in the human soul, which can be judged as good or bad using science and religious norms.[7]

A similar opinion was expressed by Muhammad Yaumi when quoting the opinion of Akramullah Syed, that character in religious language is called morals. Morals is a term in Arabic that refers to the practices of kindness, morality, and good behaviour. The term morals are often translated with Islamic behaviour (Islamic behaviour), nature or disposition (disposition), good behaviour (good conduct), nature or nature (nature), temperament (temper), ethics or moral systems (ethics), morals and character.[8]

The term character is the same as moral in the Islamic view. In various dictionaries, character (character) in Arabic is interpreted as khuluq, sajiyyah, ṭab'u, which in Indonesian is translated with shakhṣiyyah or personality, meaning personality.[9]

From some of the descriptions above, it can be concluded that the meaning of character building is an ongoing process carried out in education to form primary values/characters in a person to build the person's personality—those character values towards God and character values towards fellow human beings.

Article 3 of Law No. 20 of 2003 concerning the National Education System states that national education functions to develop abilities and shape the character and civilization of a dignified nation to educate the nation's life. Based on the functions and objectives of national education, education at each level must be organized systematically to achieve these goals. That is related to the formation of the character of students so that they can compete, be ethical, moral, polite, and interact with society.

Character education should be applied to students from childhood because, at that age, it largely determines the child's ability to develop his potential. The results showed that 50% of the variability of adult intelligence occurs when the child is four years old. The subsequent increase occurred at the age of 8, and 20% in the middle or end of the second decade. Therefore, character education must start within the family, which is the first environment for the growth of the child's character.[10]

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[5]Erie Sudewo, *Character Building: Menuju Indonesia Lebih Baik* (Jakarta: Republika Penerbit, 2011), p. 13.

[6]S. A Kamaruddin, "Character Education and Students Social Behavior", p. 80.

[7]Masnur Muslich, *Pendidikan Karakter: Menjawab Tantangan Krisis Multidimensional* (Cet. III; Jakarta: Bumi Aksara, 2013), p. 70.

[8]Muhammad Yaumi, *Pendidikan Karakter: Landasan, Pilar, dan Implementasi* (Jakarta: Prenadamedia Group, 2014), p. 50.

[9]Hamdani Hamid dan Beni Ahmad Saebani, *Pendidikan Karakter Perspektif Islam* (Cet. I; Bandung: CV. Pustaka Setia, 2013), p. 30.

[10]Hamdani Hamid dan Beni Ahmad Saebani, *Pendidikan Karakter Perspektif Islam*, p. 38.

In summary, the points of value developed in the education of the nation's character are explained, namely:

Tabel 2.1
Character Educstion Values[11]

Character Value	Description
1. Religious	Obedient attitudes and behaviours in carrying out the teachings of the religion they adhere to, tolerant of the implementation of other worship, and living in harmony with adherents of other religions. Religion is the process of re-binding or, arguably with tradition, a system that governs the order of faith (belief) and worship of God Almighty, as well as the system of rules related to the association of man and his environment.
2. Honest	Behavior-based on efforts to establish himself as a person who can always be trusted in words, actions and work.
3. Tolerance	Attitudes and actions that value differences in religion, ethnicity, ethnicity, opinion, and actions of others that differ from himself.
4. Discipline	Actions show orderly behavior and compliance with various provisions and regulations.
5. Strive	Behaviour shows earnest effort in overcoming various learning barriers and tasks and completing tasks to the best of their ability.
6. Creative	Think and do something to generate a new way or result of something already owned.
7. Self-sufficient	Attitudes and behaviors that are not easy depend on others in solving tasks.
8. Democratic	A way of thinking, behaving, and acting that equally assesses the rights and obligations of himself and others
9. Curiosity	Attitudes and actions always seek to know more profoundly and extendedly from something he learns, sees, and hears.
10. National Spirit	A way of thinking, acting, and insight put the interests of the nation and state based on the interests of oneself and its group.
11. Love of the Motherland	A way of thinking, behaving, and doing that shows high loyalty, care, and respect for the nation's language and physical, social, cultural, economic, and political environment
12. Rewarding Achievements	Attitudes and actions encourage him to produce something useful for society and recognize and respect the successes of others.
13. Friendly/ Communicative	Actions that show a sense of pleasure in talking, associating, and cooperating with others.

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[11]Budi Hendrawan, dkk., "Kajian Aplikatif Penanaman Nilai-nilai Karakter Siswa Melalui Gerakan Literasi Sekolah Dasar Berdasarkan Perspektif Pedagogik Kritis", *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar,* vol. 1 no. 2a (Desember 2017), p. 94.

Character Value	Description
14. Peace-Loving	Attitudes, words, and actions cause others to feel good and secure over their presence.
15. Love to Read	The habit of making time to read various readings that give virtue to him
16. Caring for the Environment	Attitudes and actions that always seek to prevent damage to the surrounding natural environment and develop efforts to repair the damage to nature that has already occurred.
17. Social Care	Attitudes and actions that always want to give help to others and society in need.
18. Responsibility	The attitude and behaviour of a person carry out his duties and obligations, which he should do, towards himself, others, and the surrounding environment.

From the table above, it can be concluded that character values are not fixed values but will continue to develop, and in their formation, it takes a constant amount of time.

b. *School Literacy Movement*

Etymologically, the word literacy comes from the Latin word littera means "letter", which involves mastering the writing systems and the conventions that accompany them.[12] The same language is called litterus, meaning the one who learns.[13] In English, it is called literacy, meaning "kb. Literate. l. campaign of the illiterate eradication movement".[14]

Literacy has a broader meaning. In the context of the School Literacy Movement, literacy can be interpreted as the ability to access, understand, and use something intelligently through various activities, including reading, seeing, listening, writing, and speaking.[15] Literacy is an essential life skill. It can be said that the educational process largely depends on literacy ability and awareness. The success rate of students is greatly influenced by the culture of literacy embedded in them, both at school and in social life.[16]

In simple terms, literacy can be interpreted as a reading and writing ability known as literacy or literacy. However, nowadays, literacy has a broad meaning, so literacy is no longer a single meaning but contains various meanings

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[12]Rokim, "Implementasi Program Literasi Sebagai Aktulisasi Pendidikan Agama Islam di Sekolah", *Kuttab,* vol. 1, no. 2 (September 2017), p. 183.

[13]"Literasi", *Wikipedia Ensiklopedia Bebas.* https://id.wikipedia.org/wiki/Literasi (23 Mei 2019).

[14]John M. Echols dan Hassan Shadily, *An English-Indonesian Dictionary* (Cet. XXV; Jakarta: PT. Gramedia, 2003), p. 361.

[15]Pratiwi Retnaningdyah, dkk., *Panduan Gerakan Literasi di Sekolah Menengah Pertama* (Cet.1; Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, 2016), p. 2.

[16]Yulisa Wandasari, "Implementasi Gerakan Literasi Sekolah (GLS) Sebagai Pembentuk Pendidikan Berkarakter", *Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan,* vol. 1 no. 1 (Juli-Desember 2017), p. 326.

(multiliteracies).[17] Literacy is the meaning of the text and its context by using higher-order thinking skills to understand life and its various aspects.[18]

According to Pangesti Wiedarti, the School Literacy Movement is a social movement with the collaborative support of various elements. This movement is a participatory business or activity. Those involve school residents, academics, publishers, mass media, the community (community leaders who can represent exemplary, the business world, and others.), and stakeholders under the coordination of the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture. The school resident consists of students, teachers, principals, education staff, school supervisors, school committees, and parents/guardians of students.[19]

The School Literacy Movement (GLS) is a program designed by the government in 2014 and enacted in March 2016. GLS is carried out at all levels of education, starting from elementary school, junior high school, and high school levels.[20] The Literacy Program is an effort made by the Ministry of Education and Culture because it sees the phenomenon in today's children who have a low interest in reading. This movement is one way to develop strategies and diplomacy to cultivate students' ethics. The School Literacy Movement is an application of the Regulation of the Minister of Education and Culture (Permendikbud) Number 23 of 2015 concerning Ethics Education.[21]

From some of the descriptions above, it can be concluded that the school literacy movement is a social movement under the coordination of the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture. It seeks to involve various elements collaboratively, both internally and externally, to direct students to become lifelong learners. The school literacy movement is also a comprehensive effort to make the school a learning organization and a literate school citizen by involving the public. This school literacy movement is one of the strategies to grow and develop the character of students.

The school literacy movement has two goals, namely, general purpose and specific purpose. The school literacy movement's general purpose is to cultivate students' ethics through the cultivation of the school literacy ecosystem embodied in the School Literacy Movement so that they become lifelong learners. While the specific objectives are a) fostering a culture of literacy in schools, b) increasing the capacity of residents and the school environment to be literate, c) making schools a fun and child-friendly learning park so that school residents can manage knowledge, and d)

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[17]Ane Permatasari, "Membangun Kualitas Bangsa dengan Literasi", *Prosiding Seminar Nasional Bulan Bahasa UNIB* (2015), p. 148. http://repository.unib.ac.id

[18]Endah Tri Priyatni & Nurhadi, *Membaca Kritis dan Literasi Kritis*, p. 158.

[19]Pangesti Wiedarti, et, al., *Desain Induk Gerakan Literasi Sekolah,* p. 7.

[20]Ratih Agustina Rahayu, et. al., "Gerakan Literasi Sekolah Sebagai Upaya Penumbuhan Karakter Siswa Sekolah Dasar", *Prosiding TEP & PDs; Transformasi Pendidikan Abad 21,* Tema 7, no. 15 (Mei 2017), p. 1061.

[21]Rokim, "Implementasi Program Literasi Sebagai Aktulisasi Pendidikan Agama Islam di Sekolah", p. 182.

maintaining the sustainability of learning by presenting a variety of reading books and accommodating various reading strategies.[22]

At the stage of the literacy movement at the Junior High School level, the description of the activities can be distinguished in the following table:

Tabel 2.2
Activities in the Three Stages of the School Literacy Movement in Junior High Schools [23]

Habituation	Development	Learning
• 15 min read • Daily reading of the journal • Structuring literacy facilities • Creates a rich text environment • Choosing a Reading book	• 15 min read • Self-reading hours for curricular/co-curricular activities (whenever possible) • Respond to readings orally and in writing • Non-academic assessment • Utilization of various graphic organizers for portfolio reading • Development	• 15 min read • Utilization of various literacy strategies in cross-disciplinary learning • Utilization of various organizers for the understanding and production of various types of texts • Academic assessment • Development of physical, social, affective, and academic environments

In the guidebook of the School Literacy Movement in Junior High Schools, Pratiwi Retnaningdyah compiles the steps of the procedure or stages and activities of silently reading as depicted in the following table.

Tabel 2.3
The Steps of Silent Reading[24]

The Steps of Reading	Activities
Before Reading	(a) Ask learners to select the book they want to read from the reading angle of the class. (b) It gives freedom to learners to choose books according to their interests and pleasures. (c) Explain that students will read the book until it is completed within a certain period, depending on the thickness of the book. (d) Students can choose other books if the content of the book is considered uninteresting or too difficult.

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[22]Pangesti Wiedarti, et. al, *Desain Induk Gerakan Literasi Sekolah,* h. 5. Urian yang sama ditemukan dalam Pratiwi Retnaningdyah, dkk., *Panduan Gerakan Literasi di Sekolah Menengah Pertama,* p. 2.

[23]Pratiwi Retnaningdyah, et. al, *Panduan Gerakan Literasi di Sekolah Menengah Pertama,* p. 6.

[24]Pratiwi Retnaningdyah, dkk., *Panduan Gerakan Literasi di Sekolah Menengah Pertama,* p. 8-9.

The Steps of Reading	Activities
	(e) Learners can choose their preferred place to read.
While reading	Learners and teachers together read each other's books quietly for 15 minutes.
After Reading	(a) Learners record the title and author of the book, as well as the number of pages, read in the daily reading journal (see the example in table 2.5).
	(b) The teacher reminds the learners to continue reading the same book at the next meeting.
	(c) Learners return books to the Classroom Reading Corner shelf.
	(d) The teacher starts/resumes the lesson on the day.
	(e) To motivate students about reading as a fun activity, periodically, the teacher can tell a brief story about the content of the book that the teacher has read and convey why he likes the book.
	(f) As a form of appreciation to learners, occasionally, the teacher can ask them about the book being read.

In creating reading to run more coordinated and directed, a control table is always created to be filled in at each implementation of activities. From the table, it will be known the frequency and progress of the student reading activities have done.

III. RESEARCH METHODOLOGY

This type of research is descriptive qualitative, located at SMP Negeri 1 Sengkang, at Jalan Andi Mungkace No. 11c Sengkang. With a historical, phenomenological, sociological, pedagogical and psychological approach. Data collection techniques with observation, interviews, documentation and questionnaires. In addition, this research also uses library research through primary and secondary data. For in-depth data analysis techniques by reducing data, presenting data and drawing conclusions.

IV. RESEARCH RESULTS AND DISCUSSION

a. *The implementation of Character Building of Students through the School Literacy Movement at SMP Negeri 1 Sengkang, Wajo Regency*

The primary purpose of the School Literacy Movement of SMP Negeri 1 Sengkang is to build students' character. In order to achieve this goal, SMP Negeri 1 Sengkang continues to promote this movement. Data from research on student character formation through the School Literacy Movement at SMP Negeri 1 Sengkang were obtained through observation, interviews, documentation, and questionnaires.

1. Character Building of Students in the Frame of the School Literacy Movement at SMP Negeri 1 Sengkang

The School Literacy Movement was initially initiated by the concern of the Directorate General of Primary and Secondary Education for the low literacy competence of Indonesian students. This idea was embodied in a movement called the School Literacy Movement, which until now has been intensively introduced and

cultured in various schools. No exception with SMP Negeri 1 Sengkang, a school that upholds the integration of science and language and participates in cultivating literacy which is packaged under the name of the School Literacy Movement of SMP Negeri 1 Sengkang—after this referred to as GLS SMP Negeri 1 Sengkang.

The School Literacy Movement is considered essential for SMP Negeri 1 Sengkang because this literacy movement has excellent benefits for students, especially if literacy becomes a culture that is accustomed to and developed in schools. The researcher obtained this through interviews with the principal, teachers, and the head of SMP Negeri 1 Sengkang library.

> *Literacy encourages and motivates students or anyone else to read. Reading must be cultured, both from the Ministry of Education and Culture institutions and schools. Hopefully, with this movement, all will be motivated to improve the reading culture, which ultimately triggers character-building for the perpetrators."[25]*

Therefore, since 2014, SMP Negeri 1 Sengkang has tried to build a commitment to creating a literate school ecosystem, building collaboration between the School Literacy Movement Program and the Student Character Education Program. Through the literacy movement, all components can be enlightened, have a positive equivalent in everything, and eventually become a character inherent in each person.

SMP Negeri 1 Sengkang is one of the favourite educational units in Wajo Regency, especially in Sengkang City, so it has many study groups. Therefore, in the data collection process, researchers made observations of several classes as research samples, namely classes VII.A, VIII.A, and IX.A.

As far as the researchers' observations, the implementation of GLS SMP Negeri 1 Sengkang is summarized in 4 (four) kinds of activities, namely: 1) implementation of habituation of 15 minutes of reading, (2) responding to reading content through book reading journals, (3) optimization of literacy facilities and a text-rich environment, and. (4) selection of reading books.

2. Character Description of Students of SMP Negeri 1 Sengkang

There are 18 character values set by the government to be developed in schools. The School Literacy Movement is closely related to the formation of these characters. That is based on the fact that reading books, whether fairy tales, prophet stories, adventure series books and others, contain moral values that can be impregnated by the person who reads them. Reading has many benefits, especially if reading becomes cultural.

The following are some of the characters students studied values of SMP Negeri 1 Sengkang:

a) Aspects of Honesty

Honesty is the behaviour of a person who establishes himself as a person who can always be trusted in words, actions and work. Aspects of honesty of students at school can be observed in terms of not cheating or plagiarism in doing every task, expressing opinions without hesitation about a subject of discussion, expressing a sense of joy or displeasure towards the lesson, expressing an attitude towards a class

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[25]Muzakkir (57 years old), Headmaster of SMP Negeri 1 Sengkang, *Interview,* Sengkang, 15 October 2019.

discussion material, paying for goods purchased in school stores honestly, returning goods borrowed or found in public places, and so on.

Based on interviews with the guardians of teachers VIII.A, researchers were informed that students of SMP Negeri 1 Sengkang consistently report if they find goods, both at school and elsewhere.

> *"If someone finds money directly, gives it to the teacher, then the teacher confirms to the children and asks whom it belongs to, I see. Generally, children are honest when it comes to the problem of finding items. If it is not class time, the teacher who handles conveying to other teachers or the teacher's room or office."26*

From ten statements regarding the aspects of the honest character of students, researchers can conclude that the honesty of students in terms of doing tasks given by teachers with their abilities, doing exam questions without asking friends, paying for goods purchased in stores and school cafeterias, returning goods that have been borrowed, and reporting items found in public places is already perfect.

The results of interviews with several teachers show how the School Literacy Movement has a vital role in shaping students' character.

> *"Since this literacy movement was promoted in schools, the students' honesty has been seen in the independent completion of tasks. Because of the habit of reading, writing on their own, and responding to books, students rely more on their ability to solve problems. They are no longer seen trying to plagiarize/cheat on the work of their other friends."27*

It can be said that with the School Literacy Movement promoted at SMP Negeri 1 Sengkang, students can review or re-explain the reading correctly. Students' literacy products are produced from their work, not copying the work of their other friends. Thus, the movement can form a scientific honesty that will become the primary capital in building the nation's generations.

b) Aspects of Curiosity

Curiosity is a person's feeling to know more and more about something in more detail, always looking for new facts from various reading sources..

Their enthusiasm also shows the learners' curiosity in responding to reading books, both in delving into a character and understanding terms that are not understood. According to Hj. Rian Yulika, S.Pd.I, PAI Subject Teacher, "Usually, after they have finished reading one story title, they take turns asking about the characters in the story." Meanwhile, Abdillah, S.Pd., the teacher of Indonesian, stated, "They often ask terms that they do not understand."28

Based on these statements about student curiosity character aspects, researchers can conclude that students' curiosity has shown good attitudes. It refers to

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26Mariati (54 years old), Class Advisor of VIII.A SMP Negeri 1 Sengkang, *Interview,* Sengkang, 25 October 2019.

27Yuliati Soetedjo (44 Years Old), Class Advisor of IX.A SMP Negeri 1 Sengkang, *Interview,* Sengkang, 28 October 2019

28Hj. St. Maifah (46 Years Old), Indonesian Language Subject Teacher SMP Negeri 1 Sengkang, *Interview,* Sengkang, 28 October 2019.

ununderstandable lessons, natural symptoms in schools, social phenomena that occurred, existing community culture, and the development of technology.

That shows the student literacy movement can be said to arouse their curiosity a lot, contributing to a positive influence in addition to other factors. Nevertheless, the character of the curiosity of learners in aspects of the lesson that are not discussed in class, insights into economics, developing politics, and things that happen through the medium of television, newspapers and other media still need to be developed.

c) Aspects of Love to Read

Love to read is a habit of making time to read various readings that give virtue to him. In the educational process, the love of reading learners can be seen in two indicators. First, read books or writings of science, literature, art, culture, technology, and humanities. Secondly, read newspapers or wall magazines.

Based on the responses regarding the love of reading, researchers can conclude that the love of reading students of SMP Negeri 1 Sengkang began to take shape, especially from the enjoyment of reading books or writings about science, literary books, art and culture books, and technology books. In addition, the pleasure of reading news through print or electronic media, wall magazines, and other valuable things. It is just that it still needs intensification to arouse them to the pleasure of reading books on the humanities, reading newspapers, and reading the works of their friends.

The character of the student's love of reading is influenced a lot by the movement of habituation to reading in school. The literacy movement makes them happy to read. There seems to be a desire always to complete the reading on specific books. According to the Head of the Library of SMP Negeri 1 Sengkang, "The reading enthusiasm of students seems to have increased since this literacy movement was carried out. It is depicted on the instruments of their daily reading journals and the book recordings of library visitors."[29]

Based on the results of the questionnaire and interview, it can be said that character can be formed through literacy activities. The culture of literacy in the school environment opens the door to educating the generation to become a superior generation and character, build honesty, have high curiosity, and love to read because the results will provide a stimulus to want to know more and more.

V.   CLOSING

The character building of students through the School Literacy Movement at SMP Negeri 1 Sengkang is summarized in 4 (four) kinds of activities, namely: the implementation of 15 minutes of habituation to reading, responding to reading content through book reading journals, optimization of literacy facilities and a text-rich environment, and selection of reading books. There are 3 (three) characters can be formed through these activities: an honest character, a curiosity character, and a reading character. Honest character is formed through responding to the content of reading through book reading journals and selection of reading books; the character of

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[29]Nurhawati, (55 tahun), Kepala Perpustakaan SMP Negeri 1 Sengkang, *Wawancara,* Sengkang, 18 Oktober 2019.

curiosity and love to read is formed through the habituation of 15 minutes of reading and optimization of literacy means and a rich text environment.

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INTERVIEW DATA

Hj. Rian Yulika (33 Years Old), Teacher of PAI subject SMP Negeri 1 Sengkang, *Interview,* Sengkang, 28 October 2019.

Hj. St. Maifah (46 Years Old), Teacher of Indonesian Language Subject SMP Negeri 1 Sengkang, *Interview,* Sengkang, 28 October 2019.

Mariati (54 Years Old), Class Advisor of VIII.A SMP Negeri 1 Sengkang, *Interview,* Sengkang, 25 October 2019.

Muzakkir (57 Years Old), Headmaster of SMP Negeri 1 Sengkang, *Interview,* Sengkang, 15 October 2019.

Nurhawati, (55 Years Old), Head of Library SMP Negeri 1 Sengkang, *Interview,* Sengkang, 18 October2019.

Yuliati Soetedjo (44 Years Old), Class Advisor of IX.A SMP Negeri 1 Sengkang, *Interview,* Sengkang, 28 October 2019