



Cultivating Discipline and Independent Character Through the Implementation of the School Literacy Movement

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ABSTRACT

Literacy skills as well as the character of discipline and independence are important for student learning success. This study aims to describe the implementation of GLS in fostering discipline and independence in grade 3 elementary schools. This research method uses a qualitative approach. The subjects of the study were 29 3rd grade elementary school students in Purworejo, Central Java. The data collection techniques used are observation, interviews, questionnaires, and documentation. This study uses triangulation of sources and methods to support the validity of the data. The data analysis technique used in this study is an interactive model from Miles, Huberman, & Saldana which consists of three main stages, namely data reduction, data presentation, and conclusion drawn/data verification. The results of the study show that the implementation of GLS in elementary schools can create various forms of literacy activities, namely creating reading corners, writing reflections on literacy activity books, activating school wall magazines, creating and appreciating poems and rhymes as well as writing book reviews or synopsis, and reading reading books for 15 minutes at the 0th hour. The implementation of GLS can foster the character of discipline and independence in students. For discipline character, 84% of students in the category are excellent on the indicator of completing tasks on time, 72% on the indicator of complying with existing regulations, and 92% on the indicator of good behavior. For independent character, 72% of students in the category are very good on the initiative indicator, 82% on the confidence indicator, and 88% on the responsibility indicator. In conclusion, the implementation of GLS in elementary schools can foster the character of discipline and independence in students.



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INTRODUCTION

Literacy is an inseparable part of daily life. Every activity in our lives always intersects with literacy. According to [Lin, Wu, & Mason \(2023\)](#), literacy is the ability to obtain and understand information. Literacy is also considered the foundation for many important personal and social functions. For students, the various information obtained can be constructed as new knowledge ([Wang & Zhang, 2022](#)). That is why literacy skills are an important and crucial thing for everyone, especially students. Recognizing its importance to life, the United Nations has included literacy as part of the *Sustainable Development Goals* (SDGs), namely in target point 4.6 on universal literacy and numeracy ([Mundial & UNICEF, 2016](#); [United Nations, 2024](#)).

However, based on the results of the latest survey of *the Progress in International Reading Literacy Study* (PIRLS) in 2021, Indonesia is ranked 41st out of 45 countries. Another survey, namely *the Progress in International Reading Literacy Study* (PISA) in 2022, Indonesia is ranked 66th out of 81 countries. As a large country, the results of the two surveys are certainly very concerning. A fact that is not too surprising but quite ironic from the realm of education in the country. One of the indicators that reflects the quality of education in a country is the literacy level. Thus, it is not an exaggeration to say that education in Indonesia is still far from quality. That is why literacy is important to get serious attention in the world of education, especially at the elementary school level. A real solution to improve literacy, especially at the basic education level. One of the efforts that has been made to overcome this is to promote the School Literacy Movement (*Gerakan Literasi Sekolah* “GLS”) program (Yusuf & Wibowo, 2023; Ramadhanti, 2023).

Schools are places of learning, and the role of teachers in schools is to equip students with the knowledge and skills needed to succeed in the future (Mishra & Close, 2020). One of the keys to a person's success is to have a superior character. The two characters that every student needs to possess to achieve his or her learning success are discipline and independence (Anderson, Ritter, & Zamarro, 2019; Oates, 2019). The School Literacy Movement (GLS) program, which has been launched by the government since 2015, continues to strive to improve students' literacy skills through various literacy activities (Widodo, 2020; Dafit, & Ramadan, 2020; Widayoko, & Muhardjito, 2018). The GLS program also has the goal of shaping students' character as stated in the general purpose of GLS, which is to develop student ethics through cultivating the school literacy ecosystem so that students can become lifelong learners (Rofiah, 2019).

The results of the interviews conducted in the preliminary study obtained the results that the implementation of GLS in elementary schools, precisely in the third grade, went well thanks to good collaboration between teachers, students, and schools. Literacy activities at school can also grow the character of discipline and independence in students. This is important because the lack of discipline and independence in students can hinder the implementation of learning in the future (Ahsanulhaq, 2019). The initial findings of this preliminary study are interesting because in the midst of the literacy emergency that hit the world of Indonesian education, one of the elementary schools in Purworejo Regency, Central Java Province can implement GLS quite effectively through various literacy activities in the classroom and at school. These activities also seem to have an impact on the character of discipline and independence of students.

The character of discipline and independence is important for students as lifelong learners. Both characters must be instilled in students from the earliest possible age. Discipline education from an early age will train children to obey the rules and regulations applied by parents and the environment on the basis of their own will (Yusnita, 2020). Learning discipline is one of the important elements in the learning process both before, during, and after the learning process in the classroom. People who are successful in their respective fields generally have high discipline (Istiqlalia, 2020). Independence is an attitude and behavior that is not easy to depend on others in completing their tasks. Independence is also an attitude that parents must form to build their children's personalities. The term independence in children is generally associated with the ability

to do everything on their own (Yusnita, 2020). In accordance with the opinion of Sobur (2013) that student independence is an endogenous factor in achieving student success. The impact of this research is to support the achievement of quality education in the *Sustainable Development Goals* (SDGs), especially the target in point 4.6 on universal literacy and numeracy.

METHODS

This study used a qualitative approach (Creswell & Creswell, 2018). This study described the implementation of the school literacy movement (GLS) program to foster the character of discipline and independence of grade 3 elementary school students. The research was carried out in an elementary school located in Purworejo, Central Java. The subject of the study was the 3rd grade elementary school students. The number of subjects were 29 people. Data collection was carried out by observation, interview, questionnaire, and documentation techniques. Observation was carried out by observing the activities carried out by students during the implementation of the GLS program. Interviews were conducted on students and teachers in a non-structured manner. The questionnaire used was in the form of a questionnaire distributed to students related to discipline and independence. Documentation was in the form of reviewing student works from GLS activities. This study uses triangulation with two strategies, namely source and method triangulation. Data triangulation was carried out to support the validity of the data. To describe the implementation of the GLS program to foster discipline and independence, this study focused on several indicators of GLS assessment achievement. The GLS implementation indicators that were selected were related to students and were sustainable to educate students on the character of discipline and independence. The indicators of this research were as follows.

Table 1. Research Indicators

| Variable | Indicator |
|-----------------------|---|
| GLS Implementation | 1. Carry out the stages of GLS activities which include habituation, development, and learning. |
| | 2. Carry out a 15-minute reading activity before learning for all school residents. |
| Discipline Character | 1. Complete tasks on time |
| | 2. Obey the rules |
| | 3. Behavior |
| Independent Character | 1. Initiative |
| | 2. Confident |
| | 3. Responsible |

The data analysis technique used in this study was an interactive model from Miles, Huberman, & Saldana (2014). This interactive model consisted of three main stages, namely data reduction, data presentation, and data conclusion/verification. The reduction of this research data was carried out by selecting and sorting out the main information from the results of interviews, observations, and documentation from both the principal, teachers, and students who were the subjects of the research. The presentation of data was carried out in the form of descriptive and tables. The goal was to make it easier for researchers to understand the data that had been collected. Drawing conclusions or verifying data was carried out by looking at the results of data reduction while still referring to the formulation of the problem and the purpose of the research, namely

describing the implementation of the GLS program to foster the character of discipline and independence.

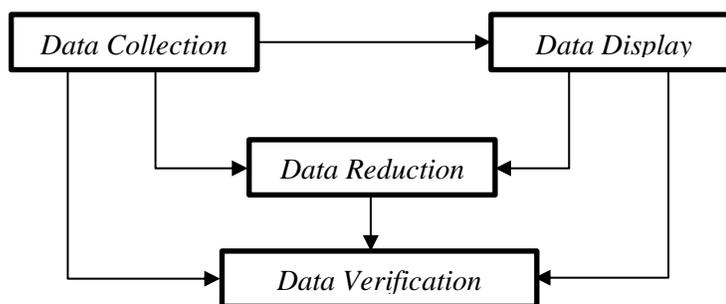


Figure 1. Qualitative Data Analysis Model

RESULTS

Based on the findings of the research, GLS implementation activities could be a means of instilling character education to students. In this study, the characters revealed were discipline and independence. Some findings on the form of GLS implementation activities and their relationship with the cultivation of discipline and independence in this study were presented in Table 2.

Table 2. Research Findings

| GLS indicator | Form of Activity | Discipline Indicators | | | Independent Indicators | | |
|---|--|---|---|---|------------------------|---|---|
| | | 1 | 2 | 3 | 1 | 2 | 3 |
| 1. Carry out the stages of GLS activities which include habituation, development, and learning. | Habituation | Filling out literacy activity books | √ | √ | | √ | √ |
| | Development | Creation of reading corners. | | | √ | √ | √ |
| | | Activation of making in each class from the work of students. | √ | | | | √ |
| Learning | Creating poems, rhymes, synopsis, and other works that fit the books you have read | √ | | | | √ | |
| 2. Carry out a 15-minute reading activity before learning for all school residents. | Read the reading book for 15 minutes at the 0th hour, which is before the learning starts. | | √ | √ | | | √ |

*Description: the sign (√) indicates a connection

The results of the study found that the implementation of literacy in elementary schools can be carried out before school hours or better known as the "0th hour." The activity carried out was that students are given time to read a reading book that had been provided by the school. Students were given the opportunity to read independently books other than textbooks with a duration of 15 minutes. The implication was that students have to come to school early. This activity was routinely carried out at school every day. The school also invited students to create a "reading corner." The reading corner was a place that displays a collection of books that could be read by

students in class. It was called a reading corner because it was located in the corner of the classroom and was usually at the back of the classroom. The books on display were sorted and then neatly arranged in the reading corner of each class. In addition to reading books, in the reading corner there was also a monitoring book, namely the Literacy Activity Book. The Literacy Activity Book was always routinely filled by students after reading as a medium of reflection. After the 0th hour literacy activity, it was always continued with reflection activities. The results of the reflection were written in the book Literacy Activities. In the book Literacy Activities, there was a space for students to retell what students had read during literacy activities.

The implementation of GLS in learning is through the activity of creating and appreciating poetry and rhymes as well as making a synopsis or review of a book. The students' works from the results of the literacy activities were then selected and displayed on the school's wall magazine. The wall magazine was placed in front of each class. Other works that were not selected could be displayed in the classroom. The activation of the school wall magazine received an enthusiastic response from the students. In addition to displaying the work of students, school wall magazine could also be a literacy medium for all school residents.

Another finding from this study was related to the impact of GLS implementation activities on increasing the character of discipline and student independence. Data on the impact of GLS implementation on improving the character of discipline and independence were obtained from a questionnaire distributed to 3rd grade elementary school students. The respondents were 29 people. The respondents consisted of a combination of male and female students. This study found that the implementation of GLS has fostered the character of student discipline including three indicators. The first indicator was to complete the task on time, as many as 84% of students had been included in the very good (SB) category. The second indicator was to comply with existing rules, as many as 72% of students were in the very good category. The third indicator was good behavior, 92% of students met the very good criteria. The next finding was that the implementation of GLS had also fostered the independent character of students including three indicators. The first indicator was initiative, as many as 72% of students had been included in the excellent category for this indicator. The second indicator was self-confidence, as many as 82% of students were in the very good category. The third indicator was responsible, 88% of students met the very good criteria.

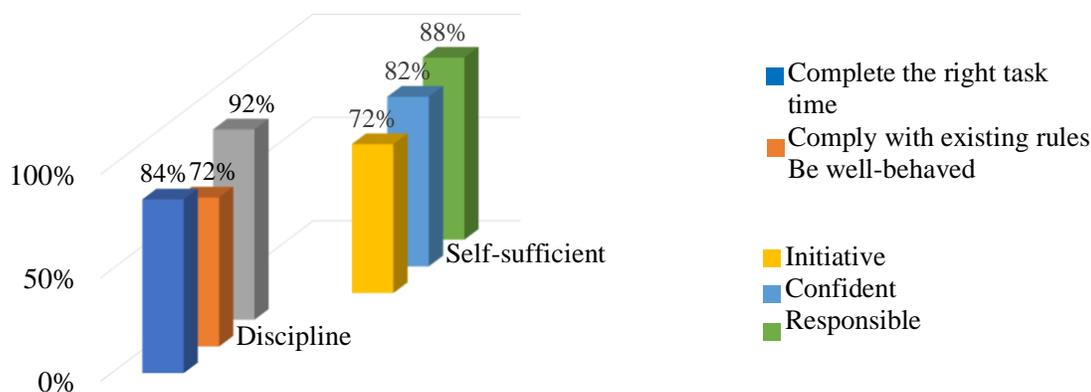


Figure 1. Diagram of the Percentage of Students Who Meet the Discipline and Independent Character Values with Excellent Criteria in the Implementation of GLS

DISCUSSION

The implementation of the GLS program is an effort to preserve the literacy culture in schools and improve the quality of education in the schools concerned. In today's digital age, literacy is one of the most basic skills for everyone (Lin, Wu, & Mason, 2023), including elementary school students. As a place for students to learn and acquire knowledge and skills (Mishra & Close, 2020), schools have an important role in improving students' literacy skills. The implementation of GLS in elementary schools can give birth to various forms of literacy activities that over time grow and develop as a school culture. School culture plays an important role in creating a conducive and efficient learning environment and fostering good characters for students in schools (Kartini & Winahyu, 2019; Nguyen et al., 2023). Therefore, GLS is a good program to be encouraged in elementary schools throughout Indonesia.

This study found several forms of literacy activities that are the embodiment of the implementation of GLS in elementary schools. These activities can foster a disciplined and independent attitude in students. Literacy activities in the form of reading books 5 minutes before class or the 0th hour make students have to come to school early. After that, students are required to write reflections in the Literacy Activity book independently. Students are also given the responsibility to take care of and utilize the reading corners in each class. The school also enacts a literacy program in the form of activating the school's wall magazine to be filled with student works. The students were enthusiastic about decorating the making in their respective classrooms. Such school regulations can foster discipline in students (Dewi, Hendracipta, & Syachruraji, 2021). The attitude of being responsible for learning activities and their own tasks shown by students through literacy activities is an example of an independent attitude (Chalupa & Haseborg, 2014). Other literacy activities such as creating and appreciating poetry and rhymes as well as making synopsis or book reviews can also foster the character of discipline. Doing school assignments on time is one example of the character of discipline (Hermanto & Kharisma, 2023).

This study found that the implementation of GLS in schools, in addition to fostering a literacy culture, also improves the character of discipline and independence in students. While involved in various forms of literacy activities that are required at school, the character of student discipline is formed over time. Indicators of discipline that appear in students include showing good behavior, completing assignments on time, and complying with existing rules. Based on the elaboration of the research results, the most superior student discipline score in the implementation of GLS meets the indicators is good behavior, while in the indicator of completing tasks on time is included in the very good category but the percentage is below the behavioral indicators, and for the indicator of complying with existing rules gets the least percentage. It was found that at the time of implementation there were still many students who had not shown an attitude in accordance with these indicators in the very good category. The implementation of something starts from the existence of discipline to the rules, therefore the implementation of GLS can also be well conditioned (Faradina, 2017; Antoro, Boeriswati, & Leiliyanti, 2021; Laksita, & Mawardi, 2022).

Based on the description of the results of the students' self-assessment in the implementation of GLS, the most superior meeting the indicators is in being responsible, while the self-confidence

indicator is included in the very good category but the percentage is below the responsibility indicator, and for the initiative indicator the percentage is the lowest. Independence is one of the needs of children that is included in the needs and self-actualization that is important as a provision for children to pursue higher education. Independence needs to be developed to prepare children to be able to face this increasingly complex life (Yusnita and Muqowim, 2020; Yuliyati & Dafit, 2023; Vanbela, Fuad, & Marini, 2018). It is further emphasized by Santrock's (2018) opinion that students' independence can generate self-motivation and monitor thoughts, feelings, and behaviors in achieving goals.

Literacy, which is interpreted as the ability to understand and produce information, is an important foundation of life (Lin, Wu, & Mason, 2023). Furthermore, students can construct knowledge based on the information they have obtained (Wang & Zhang, 2022). The School Literacy Movement (GLS) is a program that has a positive and significant impact on the development of student literacy in schools. From the results of this study, it turns out that GLS also has a positive and significant impact on the character of discipline and independence of students. Discipline is important for students because it can influence their learning success (Anderson, Ritter, & Zamarro, 2019). Independent character is also important for elementary school students to have (Oates, 2019). This research can have a positive impact on the achievement of the sustainable *development goals* (SDGs) point 4.6, namely the achievement of universal literacy and numeracy skills by 2030 (Bappenas, 2024).

CONCLUSION

This study found that the implementation of GLS in elementary schools can create various forms of literacy activities, namely making reading corners, writing reflections on Literacy Activity books, activating school wall magazines, creating and appreciating poems and poems as well as writing book reviews or synopsis, and reading reading books for 15 minutes at the 0th hour. This study also found that literacy activities in the implementation of GLS in elementary schools can improve students' discipline and independence character. For the character of discipline, as many as 84% of students have been included in the excellent category in terms of completing assignments on time. As many as 72% of students are in the very good category in terms of complying with existing regulations. As many as 92% of students meet the very good criteria in terms of good behavior. For independent character, as many as 72% of students have been included in the excellent category for initiative indicators. As many as 82% of students are in the very good category in terms of confidence. As many as 88% of students meet the criteria of excellent in terms of responsibility. This research has an impact on the achievement of SDG's target of point 4.6 on universal literacy and numeracy.

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