
THE EFFECT OF THE SCHOOL LITERACY MOVEMENT ON THE READING CHARACTER IN ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

The aims of this study, (1) to describe the implementation of the school literacy movement in class V elementary school, (2) to describe the character of reading fondness for class V elementary school students, (3) to find out the effect of the school literacy movement on the reading character of class V elementary school students. This type of research is ex post facto using an associative research design. The sample selection used proportional random sampling. Data collection techniques in this research are questionnaires and documentation. The data analysis used is descriptive statistical analysis and inferential statistical analysis, with the normality test, homogeneity test, linearity test and hypothesis testing. The results of inferential statistical analysis showed that the data on school literacy movements and reading characters were normally distributed, linear and homogeneous. The results of hypothesis testing with linear regression analysis obtained a value of $\text{sig}.0.015 < 0.05$ and a t_{count} value of $2.620 >$ from $t_{\text{table}} 1.983$ it means that there is a significant effect between the school literacy movement on the reading character of class V students in elementary school cluster II, South Galesong District, Takalar Regency. Based on the results of the descriptive analysis of the implementation of the school literacy movement in the class V of elementary school, it was in the very good category with a percentage of 82.3% and the students' reading character was in the very good category of 82.3%.

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INTRODUCTION

Character is the character, nature, character, morals, character or psychology that makes the difference between individuals and other individuals. Character can also be interpreted as personality. Cultivating character is one of the goals of the education system in Indonesia, being skilled, intelligent, strong and strong self-esteem, knowing one's abilities and limits, having honor, being honest and having noble character (Saepudin, Damayani, & Komariah, 2020).

Character is the most important thing that must be owned by a student on the grounds that the first thing that is judged by a person is his character, nature, character and character. Therefore, it is necessary to have a means to instill and strengthen character education.

Minister of Education and Culture Regulation Number 20 Article 2 of 2018 concerning strengthening character education contains that: the implementation of strengthening character education (PPK) is carried out by applying the values of Pancasila in character education, especially including religious values, honesty, tolerance, discipline, hard work, creativity, independent, social care, national spirit, democratic, love the

homeland, curiosity, communicative, love to read, care for the environment, appreciate achievement, love peace and be responsible (Permendikbud, 2018).

The 21st century is the century of openness or the century of globalization, which means that the process of entering or spreading cultural values from one place to another becomes very free (Big Indonesian Dictionary Edition V (Online). Globalization is a challenge for countries that are not ready to face the era of globalization. One of the demands of the 21st century or globalization is the demand for reading skills or the ability to understand information analytically, critically and reflectively. The progress of the nation's civilization through mastery of literacy in various fields is the answer to these challenges (School literacy movement Pocket Book: Fostering a School Literacy Culture, 2019). However, it is still a problem for Indonesia with the level of reading culture of its citizens which is still low according to the statement from the Program for International Student Assessment (PISA) in 2009 that Indonesia was ranked 57th with a score of only 396 from the OECD average score of 493. The Program for International Student Assessment (PISA) survey in 2012 stated that students in Indonesia were ranked 64th with a score of 396 out of an OECD average score of 496 (Utami & Friends, 2016).

The latest PISA survey in 2015 which was announced on December 6, 2016 stated that Indonesia was ranked 64th out of 72 countries that took part in the survey. Another survey conducted by Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS) also stated that Indonesia was in the same rank. From the three surveys it can be concluded that the level of reading culture of Indonesian students is decreasing and it can be concluded that the level of educational practice carried out in schools has not shown the function of the school as a learning organization that seeks to make all its citizens skilled in reading in order to support them as lifelong learners and learning in schools has not been able to teach 21st Century competencies (Antoro, 2018).

Schools are not optimal as learning organizations, prompting the Ministry of Education and Culture in 2015 to design a major movement, namely the School Literacy Movement. This movement is a manifestation of the implementation of the regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Growth of Character, which includes the school literacy movement, one of which is reading a book for 15 minutes before learning begins (Wiedarti, 2019). This school literacy activity is carried out to foster students' love of reading characters so that knowledge can be mastered better so that they are able to achieve the expected goals (Halim, 2020).

Programs in schools can be a means of planting and strengthening character for students. One such program is the School Literacy Movement (GLS) program. The school literacy movement is a social movement with the support of collaboration from various elements. The habit of reading for students as one of the efforts to realize the ideals of the school as a learning organization with literate citizens throughout their lives (Wiedarti, 2016). School literacy activities involve all school elements such as students, teachers, principals,

education staff, school committees, school supervisors, parents or guardians of students, academics, mass media, publishers, community leaders and stakeholders under the coordination of the Directorate General of Basic Education and Secondary Ministry of Education and Culture.

The school literacy movement is based on nine priority agendas or also called Nawacita, this is based on the school literacy movement guide book that has been published by the Ministry of Education and Culture. The nine Nawacita agendas are, of course, related to the functions and duties of the Ministry of Education and Culture, particularly in points 5 and 8. The 5th and 8th points are: 5) improving the quality of life of the Indonesian people and 8) revolutionizing the nation's character (Wiedarti, 2016). Through the school literacy movement, students are expected to have the awareness to think critically and learn something new armed with their previous knowledge. So the formation of character in students as a student can be instilled and strengthened through the school Literacy Movement, especially at the point of liking to read.

The implementation of the school literacy movement program is carried out in stages by considering the readiness of schools throughout Indonesia. This readiness includes capacity readiness (facilities and infrastructure, reading materials and availability of literacy facilities), school community readiness and other supporting readiness such as institutional support, public participation and relevant policy tools (Wiedarti, 2016).

The elementary school which is located in the working area of Cluster II, South Galesong District, Takalar Regency is one of the working areas of the Elementary School in Takalar Regency which has implemented the school literacy movement program. Based on the observations carried out on February 25, 2022 at the elementary school cluster II, South Galesong District, Takalar Regency which consists of six combined schools, namely SDN No. 223 Inpres Kadatong, SDN 78 Balang, SDN 79 Sawakong Towa, SDN No. 82 Barammase SDN No. 187 Dengilau, and SDN No. 188 Uweya, through observation sheets it was found that elementary schools in Cluster II, South Galesong District, Takalar Regency had implemented the school literacy movement program in instilling a reading character in their students through reading books 15 minutes before learning began.

Based on the results of pre-research observations at the Elementary School cluster II, South Galesong District, it was found that these schools had provided non-lesson reading books that were neatly arranged in the library room and each reading corner so that students could take and read the book according to their needs. The problem found in the Elementary School cluster II, South Galesong District based on an interview with the Principal of the Elementary School in cluster II, South Galesong District on February 25, 2022, was the lack of students' reading characters, especially in class V. This can be seen when literacy activities carried out there are still students who do not use the time to read, some students prefer to chat, joke, interfere with each other and leave the class permission. Indirectly this can shape the character of students who do not like to read.

In fact, holding literacy activities in schools is expected to grow and strengthen the character of students' love of reading.

The character who likes to read is important for students to have as a provision to face the century of openness. According to Mary Leonhardt (Pujiastuti, 2020), the importance of the character of reading fondness for students is so that students can read well, so that students have better language skills, so that students have broader and diverse insights, so that students can be more confident, so that students have a variety of views, so that students have a sense of affection, so that students dare to dream anything, so that students are able to develop creative thinking patterns in themselves, and as a means of refreshing for students.

Based on the data found in a previous study conducted by Maulana Zariyah entitled "The Effect of Literacy on the Character Development of Curiosity and Love of Reading Students at SDN Patean II" states that literacy activities on the character of liking to read have an effect because the significant value is $0.90 > 0,05$ (Zariyah, 2020).

A similar study conducted by Nisrina Farah Halim entitled "Implementation of the school literacy movement to Grow Students' Love of Reading Characters at SD Muhammadiyah 2 GKB Gresik" revealed that the growth of students' reading characters after the implementation of GLS in SD Muhammadiyah 2 GKB Gresik was getting better, this is shown from enthusiastic students when visiting the library and students can retell about the books they have read (Halim, 2020).

Another study by Sudendi Retno Efendi with the title "Formation of a character who likes to read through the school literacy movement at SD Muhammadiyah Cipete Cilongkok Banyumas". Commitment and good communication patterns between school principals, teachers, and parents (Efendi, 2020).

Based on this preliminary study, it is necessary to conduct research on "The Effect of the Literacy Movement on the Reading Character of Class V Students in Cluster II Elementary Schools, South Galesong District, Takalar Regency". This study aims to re-confirm or prove whether it is true that there is an effect of the school literacy movement on students' reading characters.

METHOD

The type of research used in this research is ex post facto research (Paramita, Rizal, & Sulistyan, 2021). This type of research is used to determine the effect of the school literacy movement on the reading character of class V students. The research design used in this research is an associative research design. The associative research design was chosen because this design is useful for analyzing the relationship between one variable and another or how one variable affects other variables (Hardani et al., 2020)

Figure 1 Effect of Independent Variables on the Bound Variable



Source: Sugiyono, 2018s

This research was conducted in the even semester of the 2021/2022 academic year at elementary school cluster II, South Galesong District, Takalar Regency from April 11 to May 11, 2022. The population of this study was class V students at elementary school cluster II, South Galesong District.

Table 1 Name of Elementary School and Number of Students in Class V

| No. | School name | Number of Students |
|-----------------------|-----------------------------|--------------------|
| 1. | SDN No. 223 Inpres Kadatong | 25 |
| 2. | SDN 78 Balang | 27 |
| 3. | SDN 79 Sawakong Towa | 25 |
| 4. | SDN No. 82 Barammabase | 24 |
| 5. | SDN No. 187 Inpres Dengilau | 16 |
| 6. | SDN No. 188 Inpres Uweya | 23 |
| Total students | | 140 |

Source: Elementary School in Cluster II, South Galesong District, Takalar Regency

The sampling technique in this study is proportional random sampling. The sample in this study was 104 students in elementary school cluster II, South Galesong District, Takalar Regency. The research procedure carried out in order to determine the effect of the literacy movement on the reading characters of class V students was initiated by conducting a preliminary study, namely compiling the background, problem formulation, objectives, and benefits of this research. Next is a literature study that aims to see the theory underlying the variables studied, which can be found in various references, be it books, journals, or studies related to what is discussed in this study. Next is to make the preparation of instruments that will become a measuring tool for the variables that will later be studied. This instrument consists of the indications obtained from the literature study. If the instrument has been completed, it is then consulted with an expert validator. The instrument is ready to be tested on the research sample if it is in accordance with the standards and its validity has been confirmed. However, if the instrument does not meet the requirements, the instrument must be repaired and consulted again until the instrument made is declared eligible or valid. After that the instrument may be distributed to the research sample for use. The data from the sample is then collected and reduced in order to obtain relevant data according to the research objectives. The instrument is ready to be tested on the research sample if it is in accordance with the standards and its validity has been confirmed. However, if the instrument does not meet the requirements, the instrument must be repaired and consulted again until the

instrument made is declared eligible or valid. After that the instrument may be distributed to the research sample for use. The data from the sample is then collected and reduced in order to obtain relevant data according to the research objectives. The instrument is ready to be tested on the research sample if it is in accordance with the standards and its validity has been confirmed. However, if the instrument does not meet the requirements, the instrument must be repaired and consulted again until the instrument made is declared eligible or valid. After that the instrument may be distributed to the research sample for use. The data from the sample is then collected and reduced in order to obtain relevant data according to the research objectives.

Data collection techniques in this study were in the form of questionnaires and documentation. The questionnaires used were the school literacy movement questionnaire and the reading interest character questionnaire. Meanwhile, the documentation used in the form of a list of names of class V students at Cluster II Elementary School, South Galesong District, Takalar Regency along with photos of research documentation.

There are two instruments used in this study, namely the school literacy movement questionnaire and the reading character questionnaire, each with 25 positive and negative statement numbers using a modified Likert scale response modal, namely strongly agree, agree, disagree and strongly disagree. As for the indicators of the school literacy movement questionnaire, namely there are 15 minutes of reading activities (reading aloud, reading silently), 15 minutes of reading activities carried out every day (at the beginning, middle, or towards the end of the lesson), books that are read to or read by students. students are recorded with the title and author's name in the diary, teachers, principals, and other education personnel are involved in 15-minute activities by reading books or reading silently. there is a school library or a special room for storing non-study books, there is a classroom reading corner in each class with a collection of non-study books, there are reading campaign posters in the classroom, corridors, and other areas of the school, there is text-rich material in each class, school gardens, canteens, and UKS become literate-rich environments., there are posters about habituation to healthy living, cleanliness, and beauty in school gardens, canteens, and UKS, food in school canteens is processed cleanly and healthily, schools are trying to involving the public (parents, alumni, and other elements of society) to develop school literacy activities. While the indicators of the character of liking to read are reading books and writings related to the subject, looking for reading materials from the library,

There are two data analysis techniques in this study, namely descriptive statistical analysis and inferential statistical analysis. Descriptive analysis was carried out after collecting data on the school literacy movement and students' reading characters, which was then making a frequency distribution table to categorize the variable frequencies into four, namely very good, good, quite good and not good. The scale or range of scores to determine the category of each variable is as follows:

Table 2 Determination of Categories

| Score | Category | |
|----------|--------------------------|-------------------------|
| | School Literacy Movement | Character Likes to Read |
| 76 - 100 | Very good | Very good |
| 56 - 75 | Well | Well |
| 26 - 50 | Pretty good | Pretty good |
| 0 - 25 | Not good | Not good |

Source: Nuraisyah & Izzati, 2020

The inferential statistical analysis used in this study is a simple linear regression type parametric statistic used for the direction of the relationship between the independent variable and the dependent variable, whether it has a positive or negative relationship and to predict the value of the dependent variable in the event of an increase or decrease in value (Sugiyono, 2018). However, before testing the hypothesis, a prerequisite test for data analysis was carried out in the form of a normality test with Kolmogorov-Smirnov, a homogeneity test with Levene's test, and a linearity test.

RESULTS AND DISCUSSION

Results

The results of this study reveal the Effect of the school literacy movement on the Reading Character of Class V Students at Cluster II Elementary Schools, South Galesong District, Takalar Regency. In the research process, the initial step taken was to validate the instruments to be used, namely the school literacy movement questionnaire and the reading-loving character questionnaire. The questionnaire was validated by an expert, then after the instrument was declared valid, the next step was to carry out research in class V at Cluster II Elementary School, South Galesong District, Takalar Regency.

The interpretation of the validity test uses two expert validators where the first validator is Mrs. Nurhaedah, S.Pd., M.Pd. with an average of 3.64 and the second validator, Mr. Dr. Muh. Faisal, M.Pd. with an average of 3, from the two expert validators the average result is 3.32, then the instrument can be used and is in the very valid category.

Descriptive Statistical Analysis

The results of descriptive analysis of data from questionnaires that were processed using the help of computer programs and SPSS 26 applications can be seen in the following table:

Table 3 Results of Descriptive Analysis of Variables X and Y

| Descriptive Statistics | | | | | | | | | | |
|--------------------------|-----------|-----------|------------|------------|------|------------|-------|------------|------------|--|
| | N | Range | Minimum | Maximum | Sum | mean | Std. | Deviation | Variance | |
| | Statistic | Statistic | Statistics | Statistics | s | Statistics | Error | Statistics | Statistics | |
| School Literacy Movement | 104 | 17 | 72 | 89 | 8278 | 79.60 | .400 | 4.078 | 16,631 | |
| Character Likes to Read | 104 | 15 | 72 | 87 | 8211 | 78.95 | .336 | 3.423 | 11,716 | |
| Valid N (listwise) | 104 | | | | | | | | | |

Based on the table above, the average (mean) for variable X is 79.60 and for variable Y is 78.95, the standard deviation for variable x is 4.078 and for variable Y is 3.423, the minimum value for variable X is 72 and variable Y is 72, the maximum value for the variable X is 89 and the variable Y is 87.

Description of School Literacy Movement Data

Table 4 Categories of School Literacy Movement

| No | interval | Category | Frequency | Percentage |
|----|----------|-------------|-----------|------------|
| 1 | 76 - 100 | Very good | 86 | 82.3% |
| 2 | 56 - 75 | Well | 18 | 17.3% |
| 3 | 26 - 50 | Pretty good | - | 0% |
| 4 | 0 -25 | Not good | - | 0% |

Based on the table above, it is revealed that 86 students are in the very good category with a percentage of 82.3% and 18 students are in the good category with a percentage of 17.3%. Based on the most dominant percentage, the implementation of the school literacy movement in Class V at Cluster II Elementary Schools, South Galesong District, Takalar Regency is in the very good category.

Description of Character Data Like Reading

Table 5 Categories of Characters Like to Read

| No | interval | Category | Frequency | Percentage |
|----|----------|-------------|-----------|------------|
| 1 | 76 - 100 | Very good | 86 | 82.3% |
| 2 | 56 - 75 | Well | 18 | 17.3% |
| 3 | 26 - 50 | Pretty good | - | 0% |
| 4 | 0 -25 | Not good | - | 0% |

The table above reveals that the reading character of 86 students is in the very good category with a percentage of 82.3% and 18 students are in the good category with a percentage of 17.3%. Based on the dominant percentage, it can be seen that the category of reading fondness for class V students in the Cluster II Elementary School, South Galesong District, Takalar Regency is in the very good category.

Inferential Statistical Analysis Results

Normality test

Table 6 Normality Test Results

| One-Sample Kolmogorov-Smirnov Test | | | |
|------------------------------------|----------------|--------------------------|-------------------------|
| | | School Literacy Movement | Character Likes to Read |
| N | | 104 | 104 |
| Normal Parameters, b | mean | 79.60 | 78.95 |
| | Std. Deviation | 4.078 | 3.423 |
| Most Extreme Differences | Absolute | .084 | .085 |
| | Positive | .084 | .085 |
| | negative | -.071 | -.072 |
| Test Statistics | | .084 | .085 |
| asympt. Sig. (2-tailed) | | .068c | .064c |

Based on the table above, it can be seen that the significance of the variable X is $0.068 > 0.05$ and the significance value of the variable Y is $0.064 > 0.05$ meaning that there is no significant difference between the data tested and the standard normal data, so it can be concluded that the residual value is normally distributed.

Homogeneity Test

Table 7 Homogeneity Test Results

| Test of Homogeneity of Variances | | | | | |
|----------------------------------|--------------------------------------|-------------------|-----|---------|------|
| | | Levene Statistics | df1 | df2 | Sig. |
| School Literacy Movement | Based on Mean | .819 | 2 | 117 | .443 |
| | Based on Median | .823 | 2 | 117 | .442 |
| | Based on Median and with adjusted df | .823 | 2 | 115,779 | .442 |
| | Based on trimmed mean | .828 | 2 | 117 | .439 |
| Character Likes to Read | Based on Mean | 1.226 | 1 | 48 | .273 |
| | Based on Median | .856 | 1 | 48 | .359 |
| | Based on Median and with adjusted df | .856 | 1 | 45,320 | .360 |
| | Based on trimmed mean | 1.176 | 1 | 48 | .640 |

Based on the table above, it can be seen that the significance of the variable X is $0.443 > 0.05$ and the significance value of the Y variable is $0.640 > 0.05$, so it can be concluded that the data has a homogeneous or the same variance.

Linearity Test

Table 8. Linearity Test Results Using ANOVA Table

| ANOVA Table | | | Sum of Squares | df | Mean Square | F | Sig. |
|--|----------------|--------------------------|----------------|-----|-------------|-------|------|
| Character Likes to Read * School Literacy Movement | Between Groups | (Combined) | 255.548 | 16 | 15,972 | 1,461 | .134 |
| | | linearity | 76.068 | 1 | 76.068 | 6,957 | .010 |
| | | Deviation from Linearity | 179,480 | 15 | 11,965 | 1.094 | .374 |
| Within Groups | | | 951.212 | 87 | 10,933 | | |
| Total | | | 1206,760 | 103 | | | |

Based on the results of the linearity test, it is known that the value of sig. Deviation from Linearity is $0.374 > 0.05$, it can be concluded that there is a linear relationship between the school literacy movement and the students' reading character.

Simple Linear Regression Analysis

Table 9. Simple Regression Analysis Results

| ANOVA | | | | | |
|------------|----------------|-----|-------------|-------|------|
| | Sum of Squares | df | Mean Square | F | Sig. |
| Regression | 76.068 | 1 | 76.068 | 6.862 | .010 |
| Residual | 1130,692 | 102 | 11.085 | | |
| Total | 1206,760 | 103 | | | |

The results of the analysis from the table above are known that the value of $f_{count} = 6.862$ with a significance level of $0.015 < 0.05$, it can be concluded that with the regression model that there is an effect of the school literacy movement (X) on the character of reading fondness (Y).

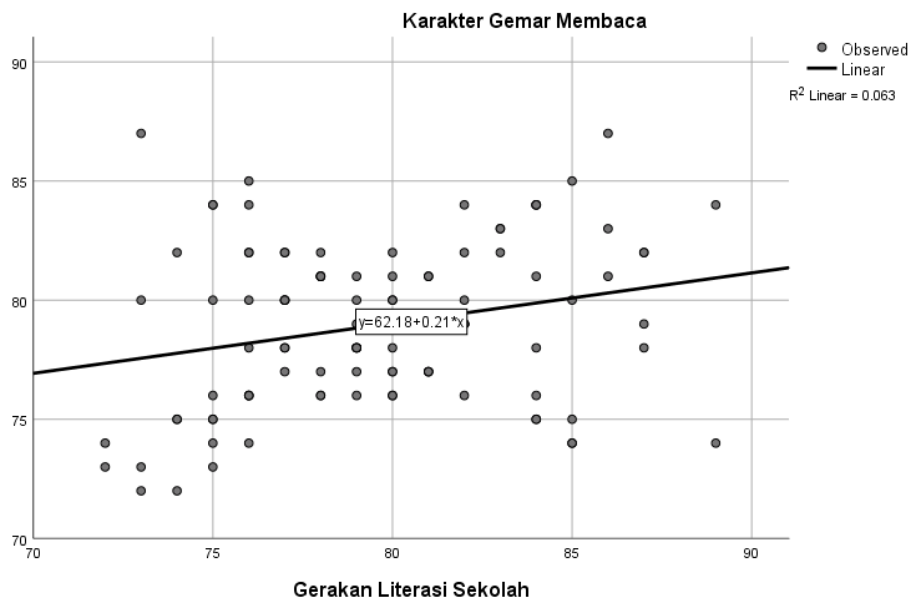
Hypothesis testing

Table 10 Hypothesis Test Results Data Coefficients

| | | Coefficientsa | | | | |
|-------|--------------------------|-----------------------------|------------|---------------------------|-------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 62.179 | 6.411 | | 9.698 | .000 |
| | School Literacy Movement | .211 | .080 | .251 | 2,620 | .010 |

Based on the table above, it can be seen that the value of constant (a) is 62,179 while the value of the school literacy movement is 0.211, so the regression equation can be written as $Y = 62.179 + 0.211X$. And the tcount is 2,620.

Figure 2 Regression Graph of the School Literacy Movement on Character Like to read



Discussion

Based on the results of the research analysis, it is known that this research was carried out for approximately 1 month starting on April 11 – May 11, 2022 at the Cluster II Elementary School, South Galesong District, Takalar Regency. The research sample amounted to 104 students. The sample is class V SDN No. 223 Inpres Kadatong 19 students, class V SDN 78 Balang 20 students, class V SDN 79 Sawakong Towa 19 students, class V SDN No. 82 Barammamase 18 students, class V SDN No. 187 Inpres Dengilau 11 students and class V SDN No. 188 Inpres Uweya 17 students.

Overview of the School Literacy Movement

The implementation of the school literacy movement is carried out in accordance with the objectives to be achieved. The results of the research describing the implementation of the school literacy movement in Elementary Schools of Cluster II, South Galesong District, Takalar Regency revealed that the implementation of the school literacy movement in class V was in the very good category with a percentage of 82.3%. It can be concluded that the implementation of the school literacy movement in class V Elementary School Cluster II, South Galesong District, Takalar Regency is very good and applies all indicators of the School Literacy Movement.

Overview of the Character Likes to Read

The results of the descriptive analysis of the reading-loving character revealed that the reading-loving character of the class Vrs in the Elementary School Cluster II, South Galesong District, Takalar Regency was in the very good category with a percentage of 82.3% and a frequency of 86 students in the questionnaire results of reading fondness character with indicators reading books and writings. related to subjects, looking for reading material from the library, reading novels or short stories and reading books or writings about nature, social, culture, art and technology, thus enabling students to have a good reading character.

There are several factors that effect the character of students' love of reading. As described in the literature review, learning motivation arises due to two factors, namely intrinsic motivation and extrinsic motivation.

The Effect of the School Literacy Movement on Character Likes to Read

In the prerequisite test phase of data analysis, namely normality test, homogeneity test and linearity test, it is known that the data produced in this study is normally distributed and has a good linear relationship between variables, so that the analysis can be continued with hypothesis testing. To prove the hypothesis that there is a significant effect on the implementation of the school literacy movement on the reading character of

class Vrs at the Elementary School Cluster II, South Galesong District, Takalar Regency, simple linear regression analysis was used.

The results of a simple linear regression analysis calculated using SPSS 26, revealed that the effect of the school literacy movement (X) on the students' reading character (Y) obtained a constant value of 62,179. The coefficient of reading fondness character obtained a value of 0.211. So that the simple regression equation $Y=62.179 + 0.211X$ is obtained. This reveals that each addition of one unit score for the school literacy movement will be followed by an increase in the score of 0.211 in the student's reading character.

Based on table 4.7 ANOVAa, it is known that the fcount value is 6.862 with a significant level of $0.015 < 0.05$ and the t_{count} value is $2.620 >$ from t_{table} 1.983 (see the distribution table for the t-value) so that the regression model can be used to predict that there is a significant effect between the Literacy Movement variables (X) on the variable of reading fondness character (Y).

From the results of this study, it can be seen that the higher the implementation of the Literacy Movement given by teachers, school principals and in collaboration with elements of the community to students, the higher the reading character of students. This is evident from the results of hypothesis testing in this study which states that H_0 is rejected and H_a is accepted. H_a accepted in this study, namely: there is a significant effect between the school literacy movement on the reading characters of class V students in Cluster II Elementary School, South Galesong District, Takalar Regency.

CONCLUSION

Based on the results of research on the effect of the school literacy movement on the reading character of class V elementary schools at cluster II elementary School, South Galesong District, Takalar Regency, it can be concluded that: the implementation of the school literacy movement in Class V Elementary School Cluster II, South Galesong District, Takalar Regency is in the very category good. The reading character of class V at Cluster II Elementary School, South Galesong District is in the very good category. And there is a positive and significant effect between the school literacy movement on the reading character of class V in Cluster II Elementary School, South Galesong District, Takalar Regency.

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