

Building Students' Reading Habits through Literacy Learning Models as an Effort to Build Young Citizens' Character

Retno Kurnia Saputri^{1*}, Aim Abdulkarim²

^{1,2} Pendidikan Kewarganegaraan, Universitas Pendidikan Indonesia, Indonesia

Email: retkurnia@gmail.com^{1*}, aimabdulkarim@upi.edu²

*Corresponding author: retkurnia@gmail.com

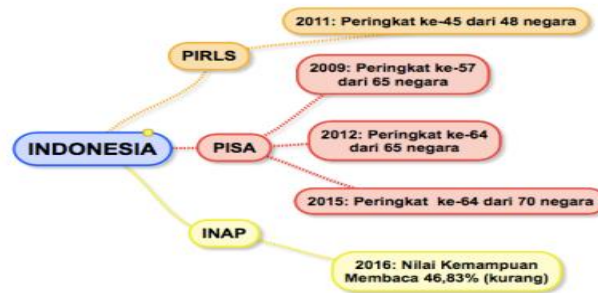
Abstract. Reading plays an important role in building a literate generation that is able to improve academic skills, broaden horizons and maintain local cultural identity. However, the low interest in reading in Indonesia, especially among students, is a big challenge. Internal factors, such as student motivation, and external factors, such as family and school support, are highly influential. Strategies such as reading for pleasure, edutainment and the School Literacy Movement are effective in fostering a reading culture as well as shaping students' characters, such as honesty, empathy and critical thinking. Challenges in implementation include limited reading materials, teacher training, technology support and collaboration with the community. Strategic steps, such as enrichment of reading materials, intensive teacher training and community involvement, are needed to overcome them. With good literacy, students can think critically, have character and contribute positively. This research uses a qualitative approach through a literature study to examine the importance of literacy culture.

Keywords: literacy, reading habit, School Literacy Movement, character building.

1. INTRODUCTION

The ability to read well and correctly is very important in helping someone learn various things. Through this activity, we will be able to take the essence of the reading material. Thus, the more essence that can be understood from a reading, the more knowledge will be obtained. This much knowledge will certainly help us in living our daily lives. So, the ability to read is the main capital in the learning process, because with the provision of this ability a person will gain knowledge and make it easier for their mindset to think more critically. Through the habit of reading, it is hoped that we can provide the right response to the information that has been read. In addition, reading can also be the key to opening knowledge. (Tari, 2016)

However, in Indonesia, the interest in reading among the community, especially teenagers, is still low. Mustafa (in Susilowati, 2016) revealed that in the last 20 years, the habit of reading books in Indonesia has experienced a significant decline. This is reinforced by UNESCO data which shows that Indonesia is in the second lowest position in terms of world literacy. Data shows that the reading interest of the Indonesian people is only 0.001%, which means that only 1 in 1,000 Indonesians likes to read. In addition, UNESCO research in 2022 showed that the literacy skills of Indonesian students were ranked 60th out of 70 countries. In addition, there is data that has been summarized by the Ministry of Education, Culture, Research, and Technology (Kemendikbud Ristek), in a diagram as follows.



Source: Kemendikbud Ristek, 2016 (Trimansyah, 2019)

The figure shows the ranking of Indonesian students' reading ability based on international and national surveys. According to PIRLS (Progress in International Reading Literacy Study) in 2011, Indonesia ranked 45th out of 48 countries. Based on PISA (Program for International Student Assessment), Indonesia ranked 57th out of 65 countries in 2009, then dropped to 64th out of 65 countries in 2012, and remained at 64th out of 70 countries in 2015. In addition, based on INAP (Indonesian National Assessment Program) in 2016, Indonesian students' reading scores reached 46.83%, which is categorized as deficient. This data from the Indonesian Ministry of Education and Culture in 2016 shows that Indonesian students' reading skills are still at a low level in various international assessments.

This indicates the need for significant improvements in the quality of literacy education in Indonesia. The factors that are strongly suspected to be the cause include the following.

- 1) The price of books is considered expensive;
- 2) inadequate infrastructure availability;
- 3) poor library facilities;
- 4) difficulty in accessing reading materials;
- 5) habits that are not instilled from an early age and;
- 6) the many digital media that provide various entertainment and create a lazy attitude towards reading. (Susilowati, 2016)

Meanwhile, the main factor supporting the habit of reading is interest in reading. This means that people must realize that reading is a simple activity but has a million benefits. Reading not only opens up insight and knowledge, but also improves critical thinking skills, creativity, and empathy in society. The great benefits of reading, literacy rankings are one of the important indicators of a country's progress. Countries with high literacy rates tend to have more educated, productive, and innovative societies (Muslimin, 2018). Therefore, stronger efforts are needed from the government, educators, and the community to encourage reading interest and improve literacy skills, so that they can form a young generation with good character.

The government is paying attention to this problem by issuing the *Jendela Pendidikan dan Kebudayaan Magazine* (Kemdikbud, 2021), in which it is explained that reading skills are one of the basic literacies that every individual must have. Reading literacy is not about sounding letters, syllables, words, and sentences. The demands of reading skills in the 21st century are the ability to understand information analytically, critically, and receptively. Analytical reading is a reading activity by understanding the intent and purpose of the reading so that the reader must be intense and focused on the content of the reading. Furthermore, critical reading requires the reader to question the truth of the information contained in the reading material. Then, receptive reading requires the reader to truly understand the content of the reading so that the reader is able to absorb the information conveyed by the author. So, students are required to have all three reading skills.

For this reason, the government introduced the Literacy-Based Learning Model. This learning model can be defined as a pattern or reference for teaching literacy to students or learners. The model chosen in this book is reading for pleasure. Reading for pleasure can be interpreted as reading voluntarily and choosing what to read, either during school hours or in free time. This model can be a powerful tool in all age groups and among all levels of readers. Those who cannot read will need help from others, such as parents or teachers to access and understand the reading materials they are interested in. (Kemendikbud, 2019)

Through this Literacy Learning Model, it is hoped that students can develop reading habits so that they as young citizens can later have a lot of knowledge and be trained to think critically considering that reading activities are very important for the progress of a nation. For this reason, in this thesis the author will discuss how to build students' reading habits through the Literacy Learning Model as an effort to shape the character of young citizens.

2. LITERATURE REVIEW

Students Reading Habits

The habit of reading has not been deeply rooted in our national culture. People watch or listen more often than they read, let alone write. In fact, this habit can prevent the erosion of local culture due to the impact of the entry of a very strong global culture. Literacy is literacy, namely the ability to read and write. Literacy culture is intended to carry out the habit of thinking followed by the process of reading and writing, which in the end what is done in the process of these activities creates works. Simply put, literacy can be interpreted as the ability to read and write. We know it as literacy. However, currently literacy has a broad meaning, so that literacy is no longer a single meaning but contains various meanings (multi literacies).

There are various types of literacy, for example computer literacy, media literacy, technology literacy, economic literacy, information literacy, and even moral literacy. So, literacy can be interpreted as being technologically literate, information literate, critical thinking, environmentally sensitive, and even politically sensitive (Ane, 2015: 148).

In order for literacy to be mastered optimally, a literacy culture needs to be implemented. Education based on a literacy culture is one important aspect that must be implemented in schools in order to foster interests and talents so that it is beneficial for their future. Early literacy skills towards children's literacy skills are mainly related to the ability to plant images and vocabulary which have enormous benefits for their future lives. The period of children's literalization starts from birth to the age of six, during which children gain knowledge about reading and writing not through teaching but through simple behavior by participating in activities related to literacy. Therefore, a literacy culture in the first 15 minutes before starting lessons is very beneficial for students' lives in the future (Dewi, 2019). There are two types of factors that influence student literacy, as follows.

1) Internal Factors

Internal factors are driving factors that come from within the students themselves. These factors include aspects such as heredity, interests, talents, and IQ. Heredity can affect a person's basic abilities, while interests and talents play an important role in determining how much a student is motivated to read and learn. IQ or intellectual intelligence also contributes significantly to literacy skills, because students with high IQs tend to have a better capacity to understand and process information.

2) External factors

Literacy driving factors that come from outside the students include various elements that influence the students' learning environment, namely motivation, family, school, and environment. Motivation is one of the important external factors, both from within oneself and from others, such as teachers or parents. Meanwhile, the family as a child's first home has an equally large influence, because a supportive family environment and parents actively encourage, and provide access to reading materials can increase children's interest in reading. In addition, schools play a crucial role in developing literacy through the learning methods and media used. Innovative learning methods and the use of appropriate media can make the learning process more interesting and effective. Then, tutoring, either in the form of private lessons or tutoring at school also helps students overcome learning difficulties and understand the subject matter better. In fact, education at the preschool level such as kindergarten, which provides the

basics of reading and writing, also plays a role in forming early literacy skills. (Kana, in Dewi, 2019)

Overall, the combination of these internal and external factors creates an environment that can either support or hinder students' literacy development. It is important to pay attention to both types of factors in an effort to improve students' literacy skills. With a deeper understanding of these factors, educators, parents, and policy makers can take more appropriate and effective steps to encourage reading interest and improve literacy among children and adolescents. This can be done through a holistic approach, involving providing better access to reading materials, implementing interesting learning methods, and consistent support from the family and school environment. In this way, we can create a younger generation that is smarter, more knowledgeable, and ready to face the challenges of the future.

Literacy Learning Model

Literacy-based learning models can be defined as patterns or references for teaching literacy to students or learners. The model chosen in this book is reading for pleasure. Reading for pleasure can be interpreted as a reading activity that is done voluntarily and choosing the reading material you want to read, both during school hours and in your free time. This model can be an effective way to instill reading habits in all age groups and among all levels of readers. Learners who cannot read will need help from others, such as parents or teachers, to access and understand the reading material they are interested in. This model not only improves reading skills but also fosters a love of reading, which contributes to the development of knowledge, critical thinking skills, and imagination. (Trimansyah, 2019)

In addition, reading for pleasure can increase learning motivation and reduce stress in the learning process, thus creating a more positive and profound learning experience. By implementing this model, it is hoped that students can develop sustainable reading habits and bring long-term benefits to their academic and personal development. Literacy learning cannot be separated from reading learning. Reading is recognized as a skill that is sometimes complex and complicated. Broughton et al. 1978 (in Tarigan, 1979) stated that reading skills include the following three components.

- 1) Introduction to letters and punctuation marks;
- 2) Correlation of characters and punctuation marks with formal linguistic elements;
- 3) Further relationship of 1 and 2 with meaning.

The initial commitment built in developing a literacy learning model is the teacher's commitment to teaching student-centered literacy. Teachers must have a strong dedication to creating a supportive learning environment so that students' interest in reading can be well-

ingrained so that it can become a sustainable habit. This includes efforts to understand the level of reading ability and preferences of each student, and school assistance is needed to be able to provide relevant and interesting reading materials in the school library. In addition, teacher consistency and ongoing school programs are needed, so that students feel motivated and more involved in literacy activities. As a result, students will slowly not only experience an increase in their reading ability but will also develop a love of books that will be useful throughout their lives. Cambourne (1988, in Trimansyah, 2019) mentions seven requirements that must be met in developing a student-centered literacy learning model.

1) Immersion

Students need to be “immersed” and “submerged” in a classroom full of various printed materials. These materials can be labels, lists, graphs, posters, books, quotes, and songs. Students’ access to printed materials such as books needs to be facilitated, including by creating reading corners in classrooms. The printed materials available are tailored to students’ experiences and relevant to students’ needs and interests.

2) Demonstration

Teachers demonstrate or demonstrate reading-writing activities by writing on the board, writing short messages on social media, reading aloud, or delivering messages. This kind of demonstration allows students to feel and understand language conventions and the use of language orally and in writing.

3) Expectations

It is important for students to install expectations as a good influence from the people around them, especially teachers. Make reading and writing activities a fun implicit message, not the other way around. Many students do not enjoy reading because they do not get hope from reading itself.

4) Responsibility

As the root of literacy is reason, literacy learning should shape students to be confident and able to manage themselves. Students can have this personality if they are given the opportunity to determine choices and make their own decisions about when, how, and what kind of tasks they need to do. They are given responsible freedom.

5) Practice

Learning activities that are lively, diverse, and motivating will provide opportunities for students to practice their mastery of what has been learned. Teachers can add authentic tasks so that students can practice the knowledge, skills, and attitudes they have learned.

6) Prediction

The principle of learning is reducing errors, not eliminating errors. Let students learn from reflecting on their mistakes so that they can develop strategies to not repeat their mistakes. Prediction or the trial and error process for students allows them to dare to make decisions and work confidently in an effort to face learning challenges.

7) Feedback

Students are encouraged and supported with certain feedback that is meaningful and can constructively help them towards improvement. The goal is for students to be able to recognize which parts need to be changed, set learning goals, and remember the criteria that are prioritized.

Young Citizen Character

The word character comes from the Greek *charassein*, which means to engrave (paint, draw), like someone who paints paper, carves stone or metal. Rooted in such an understanding, character is then interpreted as a special sign or characteristic, and therefore gives birth to a view. So etymologically, character is a pattern of behavior that is individual, a person's moral state. Character is usually possessed after a person passes the childhood stage, so that a person's character is related to the behavior of the people around him (Kevin Ryan, 1999:5). In simple terms, character is understood as the behavior or attitude of a person, good or bad, in everyday life. This makes character also able to determine a person's future, because the character that is carried out in everyday life will become a habit, and if someone has a bad character, it can allow a person's future to be bad. Conversely, if someone has a good character, it can allow a person's future to be good (Adha & Susanto, 2020)

Specifically, character is good values, both in speaking and behaving. The beginning of character formation is in the family. Because the family is the first place of education for children. Since childhood, children have heard and seen everything around them (Adha, 2015). Usually small children will imitate what they hear and see. If in the family they cannot speak and behave well, then it is undeniable that the small child will have a bad character. Good character is related to knowing the good, loving the good, and doing the good (acting the good). These three ideals are very related to each other. A person is born in a state of ignorance, the primitive urges in him can possibly command or control his common sense. So, the effects that accompany a person's parenting and education patterns will be able to direct tendencies, feelings, and great desires to go hand in hand harmoniously with the guidance of reason and also religious teachings (Ajat Sudrajat, 2011).

Bung Karno once said that character is the main supporter in building a nation. He said that this nation must be built by prioritizing character building. Because character building is what will make Indonesia a great, advanced, glorious and dignified nation. "(Soedarsono, 2009). So it is necessary to instill good character for children as young citizens, because they are the successors of the nation. Good character, such as honesty, responsibility, discipline, and empathy, will form a strong foundation for their development in the future. Children who are equipped with good character will be better able to face challenges, work together with others, and contribute positively to society. Therefore, the role of parents, teachers, and the surrounding environment is very important in guiding and providing good examples. By instilling positive values from an early age, we can ensure that our young generation grows into intelligent, integrity-based, and characterful individuals, who are ready to advance the nation in the future.

3. METHODS

The approach used by the author in compiling this article is a qualitative approach. Then for the method used, namely the literature study method. The author collects data from references to articles & journals available on trusted websites, most of which come from Google Scholar. The selected articles are those that have topics that are in line with the theme raised in this article. The author spent approximately one week collecting information from journals and articles, which was then converted into easy-to-understand and useful information. After that, they compiled and revised the article. The literature study process consists of reading, writing, and processing data to produce information that is relevant to the theme of the article. To improve new points, provide an overview of the underlying themes, and summarize the author's thoughts.

4. RESULTS

Reading habits play a very important role in students' intellectual and social development. Reading not only serves to improve academic abilities, but also opens students' horizons to various information that can enrich their knowledge. However, reading habits in Indonesia have not become a deeply rooted part of the culture of society. People tend to consume information more often through visual and audio media than reading, let alone writing. In fact, literacy culture has an important role in maintaining local cultural identity amidst the rapid flow of global culture. In Indonesia, although there have been efforts to improve literacy culture, interest in reading is still relatively low. This is a major challenge in building a strong

literacy culture, especially among school students. Some factors that influence the formation of reading habits in students include the following.

1) Intrinsic Motivation

Intrinsic motivation refers to the drive from within students to read because they are interested in a particular topic. To support this intrinsic motivation, teachers and schools need to provide a variety of reading materials that suit the interests and needs of students. A well-stocked library and easy access to various reading sources, both printed and digital, will greatly support this process.

2) External Support

One crucial external factor is the role of parents. Parents can help children by providing a home environment that supports reading habits, for example by providing interesting books, accompanying children while reading, and giving praise for their efforts in reading. This will encourage children to feel appreciated and more motivated to continue their reading habits.

3) School Environment

A supportive school environment also plays an important role in building reading habits. Efforts that can be made are to provide reading corners in classes, where students can read books of their choice outside of class hours. This activity can be started by reading together. Teachers and students read books together to create a pleasant reading atmosphere. These programs can be reinforced with activities such as book discussions so that students can share their opinions about the books they read. (Kana, in Dewi, 2019)

So, the development of student literacy is influenced by two main factors, namely internal and external. Internal factors include aspects of heredity, interests, talents, and intellectual intelligence (IQ), all of which play a role in encouraging reading ability and motivation. Meanwhile, external factors include motivation from the surrounding environment, the role of the family, and learning methods and media at school. A supportive family environment and schools that provide access to interesting reading materials will motivate students to read. Therefore, collaboration between parents, teachers, and the learning environment is very important to create an environment that is conducive to the development of student literacy.

Literacy includes reading and writing skills, but currently the concept has developed into multi-literacies, such as technological, media, economic, and moral literacy. With comprehensive literacy mastery, students are not only able to understand texts, but also think critically and are sensitive to various issues around them. Efforts to build a culture of literacy

in schools, such as reading 15 minutes before lessons start, are a strategic step to instill reading habits from an early age. In addition, one solution that can be applied is to use the right literacy learning model. Literacy learning is not just about teaching reading and writing skills, but also to form reading habits that become part of students' daily routines. Literacy learning models that can help build reading habits are models that emphasize the enjoyable aspect and motivate students to continue reading.

One effective model is "reading for pleasure". This model encourages students to read according to their interests and choices, be it fiction or non-fiction books, and not solely because of academic demands. Through this model, students will feel free to choose the reading material they like, which will strengthen their reading habits. Early literacy education is a very important part of basic education. At this time, children begin to know and understand the world through books. The literacy learning model applied in elementary schools should not only focus on teaching reading and writing, but also on developing enjoyable reading habits. Dewi (2019) stated that literacy activities carried out regularly, such as reading story books before bed or reading together at school, can form reading habits that last throughout life.

An approach that can support this model is the School Literacy Movement (GLS). GLS aims to foster a culture of literacy in schools by integrating reading habits into students' daily activities. Through a 15-minute reading activity before the lesson begins, students are given the opportunity to read books of their choice freely. This activity not only improves reading skills but also fosters a love of books and literacy in general (Islami & Ferdianto, 2024).

The edutainment-based learning model has also proven effective in attracting students' interest in reading. Edutainment combines educational elements with entertainment, making learning more enjoyable. This model can change students' perceptions that previously considered reading as a boring activity into something fun. In a study conducted by Sandjaja (2001), it was found that the edutainment model has a positive influence on improving students' literacy skills in thematic learning.

Through literacy learning, students can develop their character as quality young citizens. Some of the main benefits obtained from literacy in the context of character education are.

1) Honest

Reading stories with moral messages teaches students the importance of being honest in everyday life.

2) Empathy

Literacy helps students understand the perspectives of others, especially through stories that depict diverse life experiences.

3) Responsibility

Involvement in literacy projects teaches students to be responsible for their tasks and contributions to the group.

4) Discipline

The habit of reading regularly instills an attitude of discipline and respect for time.

5) Critical Thinking

Critical literacy trains students to evaluate information carefully, which is the basis for making wise decisions.

Literacy development is also closely related to the character building of the younger generation. Literacy is not only about reading and writing skills, but also a means to build character values, such as honesty, responsibility, and empathy. Good character will be a strong foundation for students to face challenges in the future and contribute positively to society. The role of family, school, and environment is very important in guiding the younger generation to have a strong character and integrity. By integrating literacy development and character education, we can produce the next generation of the nation who are not only intellectually intelligent, but also have high morality.

The literacy learning model is an effective strategy in shaping the character of quality young citizens. Literacy does not only focus on mastering reading and writing skills, but also as a means of instilling moral values, critical thinking skills, and social awareness. Good literacy education allows students to understand the concepts of goodness, justice, and responsibility, so that they can contribute positively to society. For example, through critical literacy, students are taught to analyze information in depth, separate facts from opinions, and think reflectively. This is important to form individuals who are able to make decisions based on accurate data, which is the main characteristic of intelligent citizens (Trimansyah, 2019).

The role of teachers in the literacy learning model is very significant. Teachers are not only facilitators, but also guides who can direct students to understand the meaning behind the texts they read. Cambourne (in Trimansyah, 2019) identified several important elements in literacy learning, such as immersion in relevant reading materials, high expectations from teachers, and giving students responsibility to manage their own learning. With the right approach, students not only learn to understand the contents of the reading, but also internalize positive values such as honesty, hard work, and empathy.

In addition, family support and the school environment are important elements that cannot be ignored. The family plays a role as the first environment that shapes children's reading interests. Parents who are accustomed to reading stories to their children or providing

reading materials at home can instill strong reading habits from an early age (Dewi, 2019). Meanwhile, a supportive school environment, such as a reading corner in the classroom, routine literacy activities, and an interesting book collection in the library, can strengthen students' reading habits. Programs such as the School Literacy Movement (GLS) which encourages students to read 15 minutes before class starts have been proven effective in increasing reading interest and shaping students' character (Islami & Ferdianto, 2024).

With literacy, students can also learn to understand diversity and tolerance through stories that raise the theme of multiculturalism and cross-cultural friendship. Literacy not only builds individuals who are intellectually intelligent, but also have social sensitivity and the ability to adapt in a heterogeneous society. This is in accordance with research showing that students who are involved in literacy-based learning tend to have good communication skills and are more open to differences (Adha & Susanto, 2020).

Thus, the literacy learning model is not only a tool to improve academic ability, but also an investment in building the character of good, intelligent, and responsible young citizens. Through collaboration between teachers, families, and communities, literacy learning can be a strong foundation for creating a young generation that is not only intellectually competent, but also has strong moral values.

5. DISCUSSION

The literacy learning model has many benefits in shaping character and improving students' critical thinking skills. However, in its application in the field, it faces various challenges that need to be overcome. One of the main challenges is the limited reading materials that are relevant and interesting to students. Many schools, especially in remote areas, do not yet have adequate libraries, so students have difficulty getting access to quality books. The availability of reading materials that suit students' interests and levels of understanding is an important element in fostering a culture of literacy. As shown by Dewi's research (2019), the existence of a varied book collection that supports literacy programs can significantly increase students' interest in reading. In addition to the problem of reading materials, limited training for teachers is also an obstacle. Some teachers have difficulty integrating literacy with classroom learning, either due to a lack of adequate training or time constraints due to a dense curriculum load. According to Trimansyah (2019), many teachers feel that literacy is an additional responsibility outside of core learning, so they do not prioritize the literacy approach in the teaching process. In fact, the role of teachers is very important in creating a learning environment that supports literacy. Teachers who are trained to understand literacy concepts

and apply creative methods, such as literacy project-based learning or book discussions, can motivate students to be more involved in reading activities.

Another challenge that is no less important is the lack of technological support in many schools. In the digital era, access to digital literacy is an urgent need, but not all schools have adequate technological infrastructure, such as computers or internet access. Digital literacy offers a great opportunity to expand access to reading materials and improve 21st-century skills, such as critical thinking and collaboration. However, research by Islami and Ferdianto (2024) shows that the lack of technological devices in regional schools is a major obstacle to implementing digital-based literacy learning models.

In addition, collaboration between schools, families, and communities is often not optimal. Parents and communities tend to see literacy as the responsibility of the school alone, without providing support at home or in the community. In fact, the role of the family in providing reading materials at home and getting children used to reading is very important. According to research by Sandjaja (2001), parental involvement in literacy programs, such as reading together at home or participating in school literacy activities, can strengthen children's reading habits and improve their learning outcomes.

To overcome these challenges, strategic and collaborative steps are needed. The government and schools can work together with publishers, literacy communities, or local libraries to enrich the collection of relevant and quality books. In addition, intensive training for teachers must be a priority, so that they can integrate literacy into learning with creative and efficient methods. Investment in technological infrastructure is also very important to support digital literacy, especially in schools that do not yet have access to digital devices. Finally, collaboration with families and communities needs to be improved through community-based literacy programs that involve all parties to create a holistic and sustainable literacy environment.

6. CONCLUSION

The importance of reading habits in building a literate generation, highlighting the role of reading in improving academic skills, broadening horizons and maintaining local cultural identity. Despite various efforts, reading interest in Indonesia is still low, especially among students, making building a culture of literacy a big challenge. Factors that shape reading habits are divided into internal and external. Students' intrinsic motivation needs to be supported by access to relevant reading materials, while external factors, such as family support and the school environment, are also crucial. Parents play a role in creating a home atmosphere that

supports reading, while schools can strengthen it through literacy programs, reading corners and book discussions.

In addition to reading as a basic skill, literacy now includes multi-literacies such as technology, media and morals. Strategic efforts such as “reading for pleasure”, edutainment-based learning and the School Literacy Movement have proven effective in fostering a reading culture. Literacy also shapes students' character, such as honesty, empathy, responsibility, discipline and critical thinking. However, implementing literacy models faces challenges, including limited reading materials, teacher training, technology support and collaboration with families and communities. Overcoming these requires strategic steps, such as enriching reading collections, intensive teacher training, investing in technology and strengthening community engagement. Good literacy enables students to think critically, develop character and contribute positively to society.

LIMITATION

Based on the process of research activities that have been attempted and carried out in accordance with scientific procedures by researchers, there are several limitations experienced and can be several factors to be considered again for future research in order to improve the results of the research. This research uses the literature review method, so it would be better if further research conducts field research in order to produce real and up-to-date data. The limitation in further research is the number of variables used by researchers, so that from the results of the research that has been obtained by researchers there are several other variables that are outside the researchers' research, so that other researchers can later examine variables that have not been interpreted in this research variable.

REFERENCES

- Adha, M.M. (2015). Pendidikan Kewarganegaraan Mengoptimalkan Pemahaman Perbedaan Budaya Warga Masyarakat Indonesia Dalam Kajian Manifestasi Pluralisme Di Era Globalisasi. *Jurnal Ilmiah Mimbar Demokrasi*, 14(2), 1-10.
- Adha, M.M., & Susanto, E. (2020). Kekuatan Nilai-nilai Pancasila dalam Membangun Kepribadian Masyarakat Indonesia. *Al-Adabiya: Jurnal Kebudayaan dan Keagamaan*, 15(01), 121-138.
- Ane, P. (2015). Membangun kualitas bangsa dengan budaya literasi. *Prosiding Seminar Nasional Bulan Bahasa UNIB*, Bengkulu: 2015.

- Dewi, P. Y. A. (2019). Gerakan Membaca di Awal Pelajaran Guna Membangun Budaya Literasi Di Sekolah Dasar. *Prosiding Nasional Jayapangus Press*, Bali: 17 Juni 2019. Hal 79-80.
- Islami, R. M. & Ferdianto, F. (2024). Gerakan Literasi Sekolah Meningkatkan Minat Membaca Siswa Sekolah Dasar Kelas 4, *Edukatif: Jurnal Ilmu Pendidikan* Vol. 6 No. 2. Universitas Swadaya Gunung Jati.
- Kemdikbud. (2021). *Enam Komponen Literasi Dasar*. Jendela Kemendikbud, 1–4.
- Muslimin. (2018). Penumbuhan Budaya Literasi Melalui Peningkatan Minat Baca Masyarakat desa. *Cakrawala Pendidikan*, Volume 37, No. 1, hlm 107–118.
- Raharjo, M. *Studi Kasus Dalam Penelitian Kualitatif: Konsep dan Prosedurnya*. Malang: Universitas Islam Negeri. Hlm 5
- Ramadhan, Bintang. (2023). Budaya Literasi Rendah, Menjadikan Indonesia Sebagai Peringkat Ke-2 Terbawah Dunia Tentang Literasi. *Kompasiana.com* (diakses 8 Juni 2024).
- Ryan, Kevin & Karen E. Bohlin. 1999. *Building Character in Schools: Practical Ways to Bring Moral Instruction to Life*. San Francisco: Jossey-Bass A Wiley Imprint.
- Sandjaja, S. (2001). Pengaruh Keterlibatan Orang Tua Terhadap Minat Membaca Anak Ditinjau dari Pendekatan Stres Lingkungan, *Jurnal Psikodimensia Kajian Ilmiah Psikologi* Vo. 2 No. 1.
- Soedarsono, S. (2009). *Karakter Mengantar Bangsa, dari Gelap Menuju Terang*. Jakarta: Elex Media Komputindo, Kompas Gramedia.
- Sudrajat, A. (2011). Mengapa Pendidikan Karakter?. *Jurnal Pendidikan Karakter*, Nomor 1, Oktober 2011.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabet.
- Susilowati, S. (2016). Meningkatkan Kebiasaan Membaca Buku Informasi Pada Anak Sekolah Dasar. *Jurnal Ilmiah Guru Caraka Olah Pikir Edukatif*, Volume 20, No.1, hlm 41–49.
- Tari, A.A. S. (2016). Hubungan antara Kebiasaan Membaca dan Penguasaan Kosakata dengan Kemampuan Membaca Pemahaman, dalam *Jurnal Acarya Pustaka*, Volume 2, No. 1. Universitas Pendidikan Ganesha. Hlm 4.
- Tarigan, Henry Guntur. (2008). *Membaca Sebagai Suatu Keterampilan Berbahasa*. Edisi Revisi. Bandung: Angkasa.
- Trimansyah, B. (2019). *Model Pembelajaran Literasi untuk Pembaca Awal*. Jakarta: Badan Pengembangan Bahasa dan Perbukuan Kementerian Pendidikan dan Kebudayaan.