

Implementation Of The School Literacy Movement (GLs) And Its Relationship With Character Strengthening In Elementary Schools In Palopo City

Endang Fitri Purnami¹, Busra Bumbungan^{2*}

¹Magister Pedagogik, Universitas Muhammadiyah Palopo, 91922, Indonesia

²Pendidikan Pancasila dan Kewarganegaraan, Universitas Cokroaminoto Palopo, 91911, Indonesia.

Corresponding Author Email: busrabumbungan@uncp.ac.id

Abstract

The implementation of the School Literacy Movement (GLS) in elementary schools in Palopo City was designed as a strategic effort to improve students' literacy skills while strengthening their character through a holistic and contextual learning approach. The literacy programs developed include Al-Quran Literacy as a vehicle for habituating religious and moral values, and Nusantara Creative Literacy which instills appreciation for local and national cultural richness. This study aims to describe the GLS implementation process and analyze its relationship to strengthening students' character in elementary schools. The method used is qualitative with data collection through observation, interviews, and documentation in several schools in Palopo City. The results show that the integration of the Al-Quran Literacy and Nusantara Creative Literacy programs in GLS is able to shape students' character, especially in aspects of honesty, discipline, responsibility, and pride in national culture. The implications of this study emphasize the importance of developing a GLS oriented towards character values as the foundation of sustainable basic education in Palopo City

Keywords: School_Literacy_Movement (GLS); character_strengthening; elementary_school

1. Introduction

Children's character in school is an important aspect that greatly influences the teaching and learning process and their personal development. Good character will shape students into responsible, honest, disciplined individuals who are able to interact positively with their social environment [1]. Schools, as the primary place for developing character, must be able to provide examples and internalize character values to every child who attends [2]. Initially, children's character is formed through the family environment, but when children enter school, the influence of the school environment becomes very large. Teachers, peers, and school culture play an important role in shaping children's attitudes and behavior [3]. Therefore, schools must be able to create a conducive environment to build positive character consistently because character is an important foundation for children in forming strong and responsible individuals.

Character education not only teaches moral values, but also develops attitudes of discipline, honesty, and empathy that will guide them in facing various life challenges [4], [5]. In the context of learning in schools, children's character can be systematically cultivated through various programs that support the development of integrity and positive personality [5], [6]. In addition, the courage to express opinions and innovate must also be developed so that children are not afraid to face changes and challenges [3]. This character helps children become creative and critical in problem-solving, enabling them to create innovations that benefit themselves and their environment. Schools must also equip children with a religious character, which underpins their respect for religious values and norms and upholds noble morals.

One highly relevant program in the context of character development is the School Literacy Movement (GLS). This program not only encourages students to enjoy reading, but also instills character values through planned and ongoing literacy activities [7]. Through GLS, children are encouraged to read books, write, and discuss, which indirectly trains them to become critical, creative, and responsible individuals [8]. This activity also fosters academic honesty and respect for the work of others, because in the process of reading and writing, students learn to appreciate sources of information [9]. By actively engaging in GLS activities, students learn to be more patient and persistent because reading and writing activities require concentration and consistent practice. This persistence is an important part of character that can have a positive impact on their academic and social lives.

In addition, GLS also teaches the importance of honesty and respect for the work of others. Through reading and writing, children learn to respect sources of information and express their own thoughts. This process instills the values of academic honesty and respect for copyright, which are a reflection of integrity in everyday life. Caring and empathy can also be cultivated through GLS. When reading various stories or texts that promote social and humanitarian values, children are encouraged to understand the feelings and situations of others. This awareness is crucial in developing harmonious social attitudes and the ability to build good relationships with friends and the school environment. One of the main goals of GLS is to develop sustainable reading habits in students. This habit can have a positive impact not only on academic achievement but also on the development of critical thinking skills and creativity. By reading regularly, students will more easily understand various complex concepts and phenomena around them. This movement also encourages active participation from all elements of the school, from the principal, teachers, staff, and students.

The implementation of GLS in elementary schools is carried out through stages of habituation, development, and gradual learning that consider school readiness, teacher commitment, and support from various parties [10]. Routine literacy activities can foster character such as responsibility, collaboration, and social empathy [11]. Therefore, literacy in elementary schools not only improves reading and writing skills, but also forms religious, nationalist, independent, cooperative, and integrity characters in accordance with the values of Strengthening Character Education (PPK) [10]. Routine literacy activities also encourage character development such as courage to appear, responsibility, collaboration, as well as important social and communication skills in life. Literacy helps students recognize noble values that can shape positive behavior and attitudes, so that strengthening character education based on a literacy culture in elementary schools is an effective strategy in producing students with good character.

In the local context, the implementation of GLS in Palopo City is important because there are still variations in literacy facilities and teacher participation [12]. Teachers play a strategic role in integrating literacy activities with character building through role models, habituation, and reinforcement of positive values in every learning activity [14]. Thus, the literacy culture built in schools will be a strong foundation for the formation of intelligent, noble, and literacy-loving children's characters [15]. However, in the implementation of GLS there are still various challenges, such as limited literacy facilities, low interest in reading among some students, and

variations in teacher strategies in integrating literacy with character building. Therefore, a study on the implementation of GLS and its relationship to character building in elementary schools, especially in Palopo City, is relevant to provide a real picture of the extent to which this program is running and its contribution to the formation of student character.

This is relevant to the information from the principal who in the initial interview stated that "the literacy program has a big role so that children's reading and writing skills can increase and improve and are not internet literate, but there are still schools that have not implemented the GLS program well because their teachers have not actively mobilized children's literacy and school facilities are also varied, there are schools that have supporting infrastructure and there are also schools that have not and do not". The results of interviews with teachers stated that "GLS is important to be held because there are still many children who are less interested in reading books or other reading materials outside the curriculum. With this movement, schools are expected to be able to provide various facilities and programs that encourage students to actively read". Thus, researchers are moved to study more deeply about GLS so that it can shape children's character at the elementary school level so that children are formed into children who love literacy.

2. Method

This study uses a qualitative approach with a multiple case design that aims to understand in depth the implementation of the School Literacy Movement (GLS) in several elementary schools in Palopo City [16], [17]. The research subjects consisted of three school principals, three teachers (religious studies teachers and class teachers), and three students with different social and cultural backgrounds. The determination of subjects was carried out using a purposive sampling technique to obtain informants who were considered to have the best understanding of the implementation of literacy and character building in schools [18]. The research design was designed to observe the implementation of Al-Qur'an literacy in students' daily habits, examine the implementation of Nusantara creative literacy through activities based on art, folklore, and local wisdom, and analyze the contribution of the two literacy programs to strengthening students' character in elementary schools.

The data collection technique uses three main methods, namely: (1) Observation, to record student activities during literacy activities both inside and outside the classroom; (2) Interviews, conducted with the principal, teachers, and students to explore perceptions, experiences, and challenges in implementing GLS; and (3) Documentation, in the form of photos of activities, student work, literacy schedules, and relevant school documents [5]. The research instruments include student activity observation sheets, semi-structured interview guides, field notes, and literacy activity documentation formats. Data analysis uses the Miles and Huberman interactive model which consists of three stages: data reduction, data presentation, and drawing conclusions or verification [6]. Data validity testing is carried out through source triangulation, by comparing data from students, teachers, and school documents; method triangulation, by combining the results of observations, interviews, and documentation; and time triangulation, by conducting observations at different times to see the consistency of GLS implementation [7]. This approach is expected to be able to produce a comprehensive

understanding of the contribution of the literacy movement to the formation of student character in elementary schools.

3. Results and Discussion

3.1 Results

Implementation of the Literacy Movement in Elementary Schools

The Literacy Movement in Elementary Schools is an important foundation in developing students' reading, writing, and critical thinking skills. Therefore, schools systematically and continuously integrate various literacy activities, such as shared reading practices, creative writing, and the use of various interesting reading media appropriate to children's developmental levels. Furthermore, teachers play a crucial role in motivating and guiding students to become accustomed to actively interacting with texts and information. The school environment is also supported to become a literacy-rich space by providing an easily accessible library and supporting programs such as reading competitions and literacy classes. Through the implementation of this movement, it is hoped that students' literacy skills will improve so that they are not only able to understand the subject matter but also able to develop creative problem-solving and effective communication. School Literacy Movements in Elementary Schools that have had a positive impact on student character include Quranic literacy and Nusantara creative literacy.

1. Al-Quran Literacy

By involving the entire school community in literacy activities, students are able to develop a greater interest in reading and increasingly mature literacy skills. The implementation of the literacy movement in elementary schools through the Al-Qur'an literacy program is a strategic effort to instill a culture of reading and understanding the contents of the holy book from an early age. Through this program, students are encouraged to actively read the Al-Qur'an regularly, understand the meaning and values contained therein, and apply them in everyday life. Al-Qur'an literacy activities are implemented in an integrated manner with an interesting approach and appropriate to the child's developmental level, such as getting used to reading short verses, introducing basic tajweed, and strengthening motivation through Islamic stories. With this Literacy Movement, it is hoped that in addition to improving the ability to read and write the Al-Qur'an, students can also internalize moral and spiritual values as a strong foundation of character in the learning process in elementary school.

Based on an interview with the principal, he stated that "the literacy movement at our school focuses on Quranic literacy. Our program has been running for a long time and is quite effective, although there are still some obstacles in its implementation. This activity is implemented through various activities, such as making the Quran a habit every day before the start of teaching and learning activities and monthly activities."

The results of interviews with teachers stated that "literacy activities have become part of the school routine through 10 to 15 minutes of reading before learning begins. This activity is carried out consistently every day". A similar statement was conveyed by the teacher in the interview results that "the activity of reading the Qur'an together is guided by each class teacher". Most students are able to read fluently, although there are still students who need

further guidance in tajwid and fluency, but there are still some students who still read Iqro' therefore with this Al-Quran literacy program is very useful for students to learn, fluent, and deepen their abilities in reading the Qur'an".

Then the results of interviews with students stated that "I read the Quran regularly on Friday mornings before I enter class or before we study, the reading time is not long." Other students also said that "we read the Quran in the morning on the classroom terrace." Furthermore, the results of observations showed that the Quran literacy program was implemented in the morning and attended by students. The person in charge and director was the class teacher and involved the religious teacher and homeroom teacher. The abilities of the children were quite varied, some had read fluently according to tajweed and there were also those who only read normally and were introduced to the Iqra.

Then the documentation of Al-Quran literacy activities in elementary schools in Palopo City is as shown in Figures 1. and 2.



Figure 1. Daily Quranic literacy



Figure 2. Monthly Quranic literacy

Based on the research findings, it can be concluded that the role of teachers as facilitators of the Quran literacy program is crucial to the success of the school literacy movement. Teachers not only provide literacy materials but also initiate and manage activities that stimulate students' creativity in reciting the Quran according to Tajweed. Furthermore, support from the school environment, including the availability of adequate space and Qurans, as well as parental involvement in encouraging literacy activities at home, also strengthens the program's implementation. This demonstrates the synergy between schools and families as a key factor in achieving sustainable literacy.

3.2 Nusantara Creative Literacy

The implementation of the Literacy Movement in Elementary Schools through the Nusantara Creative Literacy program showed positive results in increasing students' interest in reading and understanding of cultural diversity. The principal stated that "this program is designed to enrich students' insights by introducing various cultures through diverse reading materials, modified programs for various dance models from various cultures and provinces so that they are not only able to read well but also understand the cultural values contained in school activities. This program also involves teachers and students in varied literacy activities, ranging from reading stories, writing reflections, to group discussions that emphasize understanding cultural contexts." Then the researcher conducted triangulation with principals at different elementary schools stating that "we developed this creative literacy program so that students not only enjoy reading, but also understand the diversity that exists in Indonesia that can be created in various activities such as Nusantara dance. We strive to provide reading materials that reflect various Nusantara cultures, so that children are accustomed to appreciating differences from an early age."

Then the researcher continued the interview with the teacher, who stated that "we teachers emphasize the importance of the archipelago creative approach in literacy because it can make learning more lively and interesting for students, students become more enthusiastic in reading and discussing because the reading material is rich in stories, traditions, and characters from various regions and countries." Then the researcher conducted triangulation with teachers at different schools stating that "Through the activity of reading folk tales from various regions, students learn many moral and cultural values. They are also enthusiastic when asked to retell stories from their family's hometown. This activity not only improves literacy skills, but also enriches their cultural insight."

Then, the students' perspectives stated that "I like it because I get to know regions or countries that we have never visited." Different students stated that "reading other people's cultural stories and participating in creating Indonesian dances." Then, the researcher conducted triangulation with students at different schools who stated that "I like literacy activities because I can read stories from various regions in Indonesia."

Observations showed that students actively participated, exchanged cultural knowledge, and were able to relate learning experiences to their own cultural backgrounds and those of their peers during classroom literacy activities. This strengthened students' critical thinking and empathy through literacy. On a separate occasion, researchers also observed that cultural literacy activities, which included various media such as illustrated stories, videos, and discussions, made the literacy learning process more engaging. Overall, the implementation of this cross-cultural literacy movement successfully strengthened literacy culture while building multicultural awareness in elementary schools.



Figure 3. Indonesian Creative Dance

From the documentation, we saw that students were able to express their understanding of Indonesian culture through short dramas, drawing characters, and writing about the moral values they learned. These activities significantly fostered tolerance, curiosity, and pride in national identity.

Based on these findings, it can be concluded that Nusantara creations play a significant role in fostering tolerance, respecting differences, and strengthening a sense of diversity. This activity encourages students to understand both local and global cultures, thereby preventing exclusivity. This program is effectively implemented thanks to the collaboration between the principal, teachers, and students. Each component plays a role according to its function, such as the principal as policy director, teachers as implementers and facilitators, and students as active participants in the learning process. This synergy contributes to the creation of a culture of literacy that not only strengthens academic abilities but also fosters character values such as tolerance, curiosity, and patriotism.

3.2 Discussion

1. Implementation of the Literacy Movement in Elementary Schools

The concept of literacy in elementary schools can be integrated with local, religious, and cultural values. Two forms of literacy that are relevant in shaping students' character are Qur'anic literacy and Nusantara creative literacy. Qur'anic literacy serves as a means of fostering religiosity and noble morals through the habit of reading, understanding, and internalizing the teachings of the Qur'an [7]. Through tadarus activities, for example, students are trained to be disciplined, responsible, and behave in accordance with Islamic values [21]. Meanwhile, cross-creative literacy across the archipelago is a medium to introduce and instill a love for the nation's cultural diversity [22], [23]. Folk tales, regional dances, traditional music, and creative works based on local wisdom can be learning tools that foster a sense of tolerance, respect for differences, and pride as a diverse Indonesian nation. This is in line with the mandate of Strengthening Character Education (PPK) which emphasizes five main values: religious, nationalist, independent, mutual cooperation, and integrity [10]. Therefore, a literacy learning

system is needed that is able to guide students, direct them, and at the same time provide space for freedom to learn independently with teacher direction. One approach that can be applied is the among system, namely a system that emphasizes mentoring, role models, and directed freedom to build students' character and morals [24], [26], [27].

The GLS program, which is implemented continuously, is believed to be able to complement each other and contribute to forming the character of students as a whole [25]. The principal as a leader has an active role in socializing the policy and the importance of literacy to all school members, forming and supporting the school literacy team, and providing supporting facilities and infrastructure such as reading corners and libraries [26]. With strong leadership and full support from the principal, the School Literacy Movement can grow into a culture that shapes the character of students while improving the quality of education [27].

The principal as a leader has an active role in socializing policies and the importance of literacy to all school residents, forming and supporting a school literacy team, and providing supporting facilities and infrastructure such as reading corners and libraries. The principal also organizes a schedule of literacy activities that become a daily routine, for example reading for 15 minutes before class begins, so that a culture of literacy becomes a habit that is inherent in students and teachers [28]. In addition, the principal plays a role as a motivator who inspires teachers and students to be active in literacy activities, as well as a manager who ensures that all programs run according to plan and evaluations are carried out periodically to improve quality [28], [29]. With strong leadership and full support from the principal, the School Literacy Movement can grow into a culture that shapes student character while improving the quality of education in elementary schools [30].

Meanwhile, teachers have a strategic and multifunctional role as the spearhead of the success of literacy programs in schools. Teachers not only act as instructors, but also as role models who demonstrate a love of reading and writing so that they can motivate students to cultivate literacy in their daily lives [31]. Teachers act as facilitators by designing and managing literacy activities that are appropriate to the developmental stage of students, such as reading together, guiding reading discussions, and giving reflective writing assignments [32]. In addition, teachers also function as managers of a text-rich learning environment and support a positive social-emotional atmosphere so that students feel comfortable and motivated to actively participate in literacy activities [33].

The role of teachers also includes managing the GLS activity schedule so that the implementation of 15 minutes of reading before lessons can run routinely and consistently, as well as providing awards for students who are active and achieve in literacy. Teachers act as motivators who encourage students to develop sustainable reading habits and creators who innovate literacy learning methods to make them more interesting and relevant. Thus, teachers are agents of change in cultivating a culture of literacy in schools, which directly contributes to improving students' literacy skills and the formation of positive characters that will be useful in learning and students' lives as a whole [33], [34].

The role of parents and the community in the GLS program is very strategic and cannot be separated from the success of this program. Parents have the primary responsibility as role models and companions in cultivating a culture of literacy from an early age. By providing

consistent reading examples, providing quality reading materials, and taking time to read with children at home, parents can create an environment that supports optimal literacy development in children [35]. Active parental involvement in school literacy activities, such as accompanying children to read, discussing reading, and participating in literacy activities held by the school also increases children's motivation and interest in reading [36].

In addition, the community plays a role in strengthening the literacy ecosystem by providing public facilities such as libraries, reading parks, and community-based literacy activities that complement literacy activities at school and at home. Community support in promoting a culture of literacy through various activities with children also helps broaden students' horizons and positive character [37]. Synergistic collaboration between teachers, parents, and the community ensures that literacy becomes an integral part of children's daily lives and their surroundings, so that the School Literacy Movement can run effectively and sustainably in shaping a generation with character and literacy intelligence.

2. GLS Contribution in Building Student Character

The School Literacy Movement (GLS) makes a very significant contribution to the formation of student character through the habit of reading and writing regularly in the school environment. With GLS, students not only gain better literacy skills, but also important values such as discipline, responsibility, and self-confidence can grow sustainably [38]. Literacy activities in elementary schools such as Al-Quran literacy strengthen students' morals, discipline, and compliance with rules; aspects of tolerance and nationalism such as cross-cultural/archipelago literacy build an attitude of mutual respect for differences and strengthen national identity [39]. In addition, activities based on arts, culture, and archipelago works stimulate imagination and creative skills [40].

Consistent literacy activities foster a culture of active and independent learning, which is the foundation for positive character development [41]. Through GLS, schools create a conducive atmosphere for fostering critical and creative attitudes in students [42]. The implementation of GLS is not only oriented towards improving reading and writing literacy skills, but also serves as a means of internalizing character values such as discipline, responsibility, curiosity, and empathy [43]. Literacy activities such as reading for 15 minutes before studying, book discussions, and writing literacy reflections train students to be consistent, value time, and commit to the ongoing learning process. Thus, GLS is an important part of the school's efforts to shape individuals with strong character and a literate culture [6], [41], [44]. GLS also plays an important role in strengthening the values of honesty and integrity [38]. By prioritizing reading activities that uphold the truth of information, students are encouraged to become accustomed to sorting out accurate information and rejecting all forms of plagiarism or academic dishonesty. In addition, GLS creates a positive social interaction space through shared literacy activities, such as group discussions and presentations, which support the development of social character traits such as cooperation, empathy, and effective communication [38]. Thus, GLS not only improves literacy skills, but also forms a harmonious and adaptive social character within the community. Regularly scheduled reading and writing activities teach students to carry out their obligations with discipline and sincerity. This habit

has an impact on the increasingly mature ability to manage themselves in various aspects of life.

The implementation of the School Literacy Movement (GLS) program involves the entire school community, including teachers, students, and staff, so that character building becomes a shared responsibility [25]. This synergy strengthens the school's commitment to creating an environment that supports character development in various aspects, both academic and non-academic. The active involvement of all parties is key to the success of GLS. The role of teachers in GLS is crucial as facilitators and models of positive behavior. Teachers not only guide literacy skills, but also instill character values through concrete examples and direct guidance [14]. Quality interactions between teachers and students in literacy activities foster positive emotional relationships, helping to strengthen students' character holistically. In addition, literacy activities in schools provide a space for students to cultivate virtues and social attitudes [11]. Through reading material containing moral values, local wisdom, and inspirational stories of national figures, students learn to understand the meaning of honesty, hard work, and tolerance in everyday life [21]. Group discussions and story-sharing activities also strengthen communicative character and mutual respect among students. This process fosters awareness that literacy is not only the activity of reading and writing, but also the creation of Nusantara culture to form social attitudes that encourage the formation of positive character [24].

3. Identifying Challenges Faced by GLS

The implementation of the literacy movement in elementary schools is not free from various challenges originating from internal and external factors of the school. In general, these challenges are related to limited human resources, supporting infrastructure, and a literacy culture that has not been optimally formed in the school and home environment [24] [32]. Although the literacy program has become part of the national education policy, its implementation in the field still faces obstacles that need to be identified in depth so that the goal of strengthening the literacy culture can be achieved.

Research on the challenges faced by the School Literacy Movement (GLS) in elementary schools reveals a variety of quite complex obstacles in its implementation. GLS is a strategic effort to improve literacy culture in the school environment, especially in forming consistent reading and writing habits among students [33]. However, the implementation of this movement is not free from various obstacles, both in terms of resources, the school environment, and internal factors of students. One of the main challenges found is the limited availability of reading materials that are appropriate to the ability level and interests of elementary school students [36]. Existing books and literacy materials are often not varied enough and do not interest children, so that students are difficult to motivate to read regularly [37]. This condition is exacerbated by the lack of support from representative school libraries and less than optimal management of reading rooms.

From the human resources aspect, the methods or approaches used by teachers in encouraging students to participate in GLS are still very varied and sometimes lack creativity [9]. Some teachers have not mastered learning techniques that can arouse students' interest and motivation to read and write, so that the literacy program does not run optimally [10]. Family

environmental factors are also a significant challenge, where many students do not receive support or examples of reading habits at home [11]. In addition, limited learning time and supporting facilities such as information technology also hinder the development of literacy activities in elementary schools [12], [13].

Furthermore, the availability of learning time is also a constraint. The dense elementary school curriculum limits the time allocated for literacy activities in the classroom. This makes it difficult for teachers to integrate effective literacy activities without compromising the workload of other required subjects. Furthermore, the lack of supporting facilities, such as adequate information and communication technology (ICT) in schools, also limits innovation in the implementation of GLS. The use of digital media for literacy, which could actually increase students' interest in reading, has not been optimally implemented due to limited resources and teacher capabilities.

Managing and monitoring the implementation of GLS in elementary schools also faces administrative challenges. Documentation and reporting of literacy activities are not yet standardized, making it difficult to accurately and comprehensively evaluate the program's success. In addition to internal school challenges, policies and support from relevant parties, such as the education office and local government, also impact the sustainability of GLS. Irregular budget allocation and a lack of ongoing teacher training are factors that slow the movement's development.

The challenges of GLS in elementary schools present complex obstacles to its implementation. One of the main obstacles is the availability of appropriate and interesting reading materials for students, as well as the lack of management of school reading rooms [42]. From the teacher's perspective, the variety of teaching methods and limited creativity and mastery of techniques to foster student reading motivation are significant obstacles. Family support is also crucial, as many students do not receive examples or encouragement to read at home [44]. Tight learning times and limited information technology facilities in schools limit the space for GLS innovation [42]. In addition, administrative aspects such as documentation and monitoring are not yet standardized, and policy support from the education office or inconsistent budget allocation also contribute to obstacles.

4. Conclusion

The implementation of the School Literacy Movement (GLS) in Palopo City Elementary Schools demonstrates that literacy activities are not only focused on reading and writing skills, but also serve as an important tool in shaping students' character to be faithful, cultured, and patriotic. Through the development of two flagship programs, namely Al-Qur'an Literacy and Nusantara Creative Literacy, elementary schools in Palopo have successfully integrated religious values and diversity into meaningful literacy activities. The Al-Qur'an Literacy Program is a form of strengthening students' religious character. Through reading, understanding, and practicing the values of the Al-Qur'an in their daily lives, students are accustomed to being honest, disciplined, polite, and have a sense of responsibility. This literacy not only improves the ability to read sacred texts, but also fosters spiritual and moral awareness that forms the basis for the formation of noble character.

Meanwhile, Nusantara Creative Literacy serves as a platform for strengthening national character and a love of local culture. Through activities such as exploring dances, regional songs, folklore, and traditional artwork, students learn to appreciate Indonesia's cultural diversity. This program instills values of tolerance, mutual cooperation, and pride in national identity. Thus, cultural literacy is an effective instrument for strengthening nationalism amidst globalization.

The combination of these two literacy programs within the School Literacy Movement creates a holistic learning ecosystem that focuses not only on cognitive aspects but also on affective and psychomotor aspects as part of character building. This has a positive impact on creating a young generation that is competitive, possesses noble character, good morals, and upholds national values.

5. Acknowledgement

The authors would like to thank the principals, elementary school teachers in Palopo City, students, and accompanying lecturers, as well as the parents of the students who provided full support in conducting this research. They also express their gratitude to their colleagues and academic advisors who consistently provided guidance, motivation, and valuable input. Hopefully, this article will be beneficial in developing numeracy learning strategies for early childhood through fun and educational games.

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