



IMPLEMENTATION OF LITERACY CULTURE IN BUILDING THE THIRD-GRADE ELEMENTARY STUDENTS' CHARACTER

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IMPLEMENTASI BUDAYA LITERASI DALAM MEMBENTUK KARAKTER SISWA KELAS 3 SEKOLAH DASAR

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ABSTRACT

Abstract:: The educational process cannot be separated from reading activities. Through reading, information and knowledge will lead people to goodness. Through reading a lot, everyone will find it easier to solve problems in his/her life. Through reading, everyone will be able to increase the quality of his/her life and even his/her country to be even better. The research objective is to determine literacy culture in building third-grade elementary students' character. The method used is descriptive qualitative through interview, observation, and documentation techniques. The research was conducted at SDN 17 Pekanbaru. The validity testing of the data used triangulation and analysis techniques. The source triangulation used is related to three teachers, three students, and documents. The research results indicate that the literacy culture at SDN 17 Pekanbaru has been going well. The implementation of literacy culture is carried out by all grade levels from grades 1-6. Literacy activities are carried out in the library and reading corner. There are several activities in the library that have already run well and are able to foster students' reading and writing interests, making Wall Magazine, group work, fast reading, and reading fairy tales. Literacy in the classroom before starting the learning, students are asked to read books for 15-20 minutes. The characters built in schools through the literacy culture are having faith, fearing God Almighty, having a noble character, having global diversity, working together, being independent, and reasoning critically and creatively.

Keywords: literacy culture, students' character, elementary students

Abstrak: Proses pendidikan tidak pernah lepas dari kegiatan membaca. Dengan membaca, Ilmu dan Informasi yang didapat akan menuntun manusia kepada kebaikan. Dengan banyak membaca, seseorang akan lebih mudah dalam memecahkan masalah dalam kehidupannya. Dengan membaca, seseorang akan mampu meningkatkan kualitas hidupnya bahkan negaranya menjadi lebih baik lagi. Tujuan penelitian untuk mengetahui budaya literasi dalam membentuk karakter siswa kelas 3 Sekolah Dasar. Metode yang digunakan yaitu deskriptif kualitatif melalui teknik wawancara, observasi, dan dokumentasi. Penelitian dilaksanakan di SDN 17 Pekanbaru. Pengujian keabsahan data menggunakan triangulasi dan teknik analisis. Triangulasi sumber yang digunakan yaitu terkait kepada tiga guru, tiga siswa, serta dokumen-dokumen. Hasil penelitian menunjukkan budaya literasi di Sekolah Dasar Negeri 17 Pekanbaru sudah berjalan dengan baik. Pelaksanaan budaya literasi dilaksanakan oleh seluruh tingkatan kelas yaitu dari kelas 1-6. Kegiatan literasi dilaksanakan dipergustakaan dan dipojok baca. Ada beberapa kegiatan di perpustakaan yang sudah berjalan dan dapat menumbuhkan minat membaca dan menulis siswa, membuat mading, kerja kelompok, membaca cepat, dan membaca dongeng. Literasi didalam kelas sebelum siswa memulai pembelajaran, siswa diminta untuk membaca buku bacaan selama 15-20 menit. Karakter yang dibentuk disekolah melalui budaya literasi antara lain beriman, bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, berkebinekaan global, bergotong royong, mandiri, dan bernalar kritis dan kreatif.

Kata Kunci: budaya literasi, karakter siswa, siswa sekolah dasar

CITATION

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INTRODUCTION

Education is a way to establish human character and thinking in a better direction in accordance by the norms that apply in society, therefore education is a necessity for every human being to advance life and civilization. According to Santika, etc (2022: 251) education is very important because it can allow a person to realize a potential through instruction or training, and make it grow according to the ability. Therefore, education accept a person to develop his talents in a suitable way.

The educational process can not be separated from reading activities. Reading the knowledge and information obtained will lead people to goodness, by reading a lot a person will find it easier to solve problems in his life. With that, a person will be able to improve the quality of their life and also the country will be better. Tantri & Dewantara (2017: 204) said that an academic assignment task for the students is reading. Children who enjoy reading will have a wide range of knowledge and skills. Therefore, in order for students to keep up with scientific and technological advances, they must have a strong interest in reading. There are several steps that need to be taken to build a culture of reading and writing for students at school. The first is habituation stage, the second stage is growth, the third stage is learning.

The benefit provided in the education system is character development. Parents and educators are aware of their responsibility to foster moral character both at home and at school. According to Asdar (2022: 6) Character development is the process of changing a person's attitude and behavior to help someone grow up through instruction or training. Handayani (2020: 67) said literacy is one of the most important tasks that can help develop character.

Schools is an important role in encouraging a culture of reading as well as writing among students. Therefore, every

school needs to fully support the strategy and development of a literacy culture in its environment. With the application of a literacy culture, the character of students will be formed automatically which leads to the Pancasila Student Profile which still pays attention to the physical condition of a school.

Based on the results of an interview with a grade 3 teacher, the phenomenon that often occurs in schools now is, first when the school bell is rings, the majority of the students prefer to spend their break time in the canteen rather than the library. This phenomenon shows that schools still need to do more to foster a culture of literacy as part of students' self-development. However, the library is put to good use by students, because there is a schedule for each class to visit the library to study, read, and borrow textbooks. Second, books are available in the library in the form of textbooks and various non-learning books. However, the library books are mostly textbooks, and there are still not enough books according to grade levels, eventhough the library is very neat arrangement of books. Third, giving awards to students in a certain moments like in a literacy competition activities held at school. Schools have struggled to provide students with the creative space they need in the classroom to express their thoughts in writing, not just in the area of reading.

In line with this, several studies state that there are importants role in implementing a literacy culture in shaping student character. According to Erniyanti (2018: 114) According to Erniyanti (2018: 114) the cultivation of character values in education must begin at an early age. For this reason, in today's literacy culture it is important in the framework of the successful implementation of character building. The result of the study were strengthened by Hanin (2019: 4) that the existence of supporting factors for school literacy is very important in making students successful in grow their characteristic.

Therefore, it needs to be supported by literacy guidebooks, and teachers are able to be guided by these guidelines so that literacy activities are created from the available facilities. As the results of research in a way to build student character by Afifah (2021: 5) said that create a conducive environment is a one of a good choice. For this reason, the role of the family, school and community environment is very crucial in the formation of student character for a better life in the future. One of the efforts made is to establish a community reading garden which is equipped with various books and other facilities, including bookshelves, tables and chairs, paintings that add to the aesthetics of the reading garden. Some of beautiful flowers are planted in front of the garden and the students and the public are interested to visiting. So, this research is needed to describe how the implementation of literacy culture and describe the implementation of literacy culture in the formation of student character at the Pekanbaru school area.

LITERATURE REVIEW

Cultural Literacy

Literacy culture that has been implemented will achieve the expected goals. According to the Ministry of Education and Culture (2017: 3) the purpose of literacy culture is to instill the habits of thinking needed in reading and writing because in the end what is applied during these activities produces works. Students' self-esteem will increase as a result of a literacy culture, and they will develop positive character traits. According to Mursalim (2017: 31) Practicing a literacy culture is carrying out cognitive practices which are then followed by the process of reading and writing, which will ultimately result in Practicing a literacy culture is carrying out cognitive practices which is followed by the process of reading and writing eventually produce works. Meanwhile, according to Wandasari (2017: 326) the literacy culture that has been internalized by

the students will have an impact how successful they are at the school or in their social life.

The Strategy to Create Positive Literacy Culture

In a school environment, we must be able to determine the best strategy. According to Jatnika (2019: 2) positive strategies are follows as: a. Conditioning the literacy-friendly school physical environment, b. Striving for a school as a literate academic environment, c. Seeking Social and Community Environmental Collaboration in the School Literacy Movement.

The Principles of Implementation of Literacy Culture

Supporting data in implementing literacy culture to shape student character according to Afifah (2021: 71), follows as: a. The process of literacy activities How are the activities carried out to support a literacy culture both in the reading corners in the classroom and in the library, b. Literacy schedule. There must be a schedule determined by the school for visiting the library for literacy activities. Each class and student has a different schedule for visiting the library, c. Books and supporting sources. Supporting sources for the running of literacy culture, like reading books provided in the library and some students can bring the book on their own home, d. Organizational structure. The organizational structure in the classroom and in the library must be displayed so that students know about the activities of the literacy culture that will be carried out.

Student's Characteristic

A habit that is carried out by someone will become a culture that can reflect the character of that person. According to Erniyanti (2018: 115) character is a way of life that is unique to each individual and allows them to live side by side and work together with other people in the family, society, nation

and state. According to Asdar (2022: 6) Character development is a process of changing a person's attitude and behavior in a way to help someone become an adult through instruction or training. According to Ahmad, et al (2021: 10) character is a system of a behavior values which includes components of knowledge, awareness, and actions to carry out these values, both towards our God, self, others, and the environment as well as nationality. According to Hanin (2019: 27) character expressed in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and habits, is a universal value of human behavior that including all of human activities, both in order to relate to God, to self, to others, and to the environment.

The Purpose of Character Education

Strengthening and purposeful character education in school has a purpose. According to Rofi'ie (2017: 118) the purpose of character education are follows as: a. To create norma values that are considered important and necessary so when these values are embedded in human, it can help to form the personality of the students, b. Dealing with the behavior of students who abuse the regulation at the school or at Islamic boarding schools, c. Encourage cooperative relations with the community and family with joint task for character education. The goals of character education according to Harahap (2019: 6) said the goals of character education are: a. Enabling students to reach their emotional, moral and affective potential as citizens and human beings; b. Encouraging children to develop good habits and behavior that are in line with the country's religious cultural traditions; c. Helping students to develop leadership skills and a sense of responsibility as future leaders of the country; d. Making the students be independent, imaginative and patriotic human; e. Providing

a learning atmosphere, where the students will comfortable and feel free to express their creativity, and have a strong sense of national identity.

Character Traits

Character traits are based on the profile of Pancasila students. According to Kahfi (2022: 147-148) the basic characteristics of the Pancasila Student Profile are: "Faithful and devoted to God Almighty and of noble character, global diversity, mutual cooperation, creativity, critical reasoning and independence."

RESEARCH METHODS

This study used a qualitative descriptive research method that describes cultural literacy in shaping student character. The location of this research is SDN 17 Pasir Putih Pekanbaru, Bukit Raya , Pekanbaru. The research procedures are : 1) Implementation of literacy culture to form the characteristic of grade 3 students at SDN Pekanbaru is a topic that researchers want to carry out. 2) The focus of this research is how to implement the literacy culture of grade 3 students at SDN 17 Pekanbaru and how to implement literacy culture to form the character of grade 3 students at SDN 17 Pekanbaru. 3) The research instrument in this research used observation guidelines, interview guidelines and document review by used the assistance of the teachers, students and school principals as research resources to help researchers collect the required data. 4) Data analysis, the researcher used the Miles & Huberman model, while the stages in data analysis were data reduction, data presentation and make a conclusions. 5) Research results, after carrying out the research procedures above, the data from the research results that have been carried out by researchers will be found. For research indicators as follows:

Table 1. Research Instruments

No	Aspect	Indicator
1	Literacy Culture	Literacy Activity Process
		The Schedule of Literacy
		Supporting Books and Resources of Literacy
		Organizational structure
		Structure and State of the School
2	Character building	Have Faith, Fear of God Almighty, and Have Global Morals
		Global Diversity
		Worked together
		Independent
		Critical Reasoning
		Creative

Source : modified from Kahfi (2022) and Afifah (2021)

RESULTS AND DISCUSSION

The Implementation of Literacy Culture

Based on the results of observations with 3 students, which stated that the students at SDN Pekanbaru had implemented a literacy culture at school so well. The students make the library as a place of literacy. At SDN Pekanbaru, socialization has been carried out between school principals, teachers and parents regarding the applied literacy culture in the school. Literacy culture is carried out in groups in the library and individually in the reading corner in the classroom. All of the students more often carry out literacy in class because each class had its own reading corner. When the students have a literacy activity not in the classroom, so the students do the literacy in the library. Each class had a visit schedule to the library, while in-class literacy starts before the learning process first. Most of the students rarely take advantage of literacy outside of learning hours, students only use literacy in the learning process.

The sources of Literacy commonly used by students are reading the books available in the school library and books that students bring from home. Student reading materials have been provided in the library, in the reading corner of each class and some are brought from their home depend on each class. The organizational structure already exists in

the class to each student. For the structure of literacy culture activities, there is only the library. For all classes at SDN Pekanbaru, they are already have a reading corner. When literacy is carried out both in the classroom and in the library, all students are focused and calm in participating in literacy.

Furthermore, to strengthen the observation data with students, the researcher continued the observation with the teacher who stated that the teacher at SDN Pekanbaru had implemented literacy activities in the reading corner in the classroom. Teachers at SDN Pekanbaru have been applied literacy in the schools properly according to the library visit schedule for each class. Teachers used the library as a place for literacy for students. Before implementing this literacy culture in the schools, it's so very important to hold socialization with school principals, teachers and parents of the students. To carry out literacy activities outside the classroom, teachers only use the library as literacy outside the classroom. The time for implementing literacy in the classroom starts before the learning activity began, for the implementation of literacy in the library according to the existing schedule. Each class has a different schedule for visiting the library. The teachers at SDN Pekanbaru have so many creativity by providing interesting reading books and

showing videos related to student literacy. The state of the classroom and library when literacy activities was conducive and the books are neatly arranged.

The researcher conducted interviews with 3 students who stated that the activities that were often by the students before starting learning were doing literacy, praying, reading short ayat Qur'an and singing the national anthem. Students at SDN Pekanbaru really like reading in the morning before learning begins. SDN Pekanbaru has been implementing a literacy culture for quite a long time and the students also feel comfort because literacy activities make students fun. Because literacy activities during every day in the school, the students often visit the library and visit the reading corner in class. Most of the students in the library carry out reading and writing activities. When the teacher gives a story or fragment, the students can listen to the story that has been read by the teacher. When literacy activities are finished, almost all of the students are able to give an opinion what they get from the story. Literacy activities used usually for 15-30 minutes. When the literacy activities both in the classroom and in the library, the atmosphere was conducive for the students. The condition of the classroom and library was good and comfortable for doing literacy activities.

Next, to strengthen the data from interviews with the students, the researcher continued the interview with the teacher of 3 grade students at SDN Pekanbaru, who stated that SDN Pekanbaru had implemented a literacy culture. Literacy greatly influences students' abilities, students are more enthusiastic about doing positive things, have the ability to read and be able to understand the information they read. To improve students' literacy skills, the students have activity to reading in the corners and visit the library as well as by carrying out literacy 15-20 minutes before learning started. So that students are more enthusiastic about participating in the learning process. Almost all of the students

have good literacy skills such as reading and writing correctly, but must remain under the guidance of the teacher.

Literacy culture was implemented at every level, from grade 1 to grade 6 in elementary school. Reading books in literacy activities are provided by the school in the library and in the classroom's reading corner. But there are still a shortage of books, the students properly to be able bring their books from home. When the literacy activities during in the classroom, the teacher used two sources, there are books and the internet which are used as sources of literacy.

Activities or competitions related to literacy are held once a year by the school. Competitions held by the school relating to literacy culture like reading competitions, poetry reading competitions, short letter reading competitions, story telling competitions and wall magazine competitions. The whole of class must have a literacy corner.

An interview with the principal of SDN Pekanbaru to find out the literacy culture, stated that SDN Pekanbaru had implemented a literacy culture for 10 years with the collaboration between teachers and students, and also teachers and parents. As long as a literacy culture is implemented, teachers and parents give the supportive for implementation because literacy is also important for the students, therefore the school and the parents must support literacy at SDN Pekanbaru. For the implementation of a literacy culture that has been running effectively by the students, it's only constrained by books that are still incomplete or lacking.

Based on the results of the interviews and observations, the researchers was strengthened this research by reviewing the documentation of three informants by the teachers. There are three teacher that have been interviewed. The results of the document review regarding supporting data for the literacy culture showed that the literacy schedule for each class is different. For class 3A class 3B class 3C on different days.

The Literacy Culture in Forming Characteristic

Based on the results of observations with 3 students, which stated that all of SDN Pekanbaru's students were able to practice religion according to their respective beliefs, say and do good according to religious teachings, be polite and friendly. All of the students at SDN Pekanbaru can get along with anyone regardless of religion and ethnicity. Have implemented tolerance and respect full for friends at the school who are carrying out their prayers, have carried out mutual cooperation activities such as cleaning around the school environment, class pickets, have discussion with friends to solve a problem or student group work, applying an independent attitude such as doing assignments in class without cheating, doing Homework at home without parents's help and preparing going to school by themselves and being able to reason critically such as asking questions frequently, likes to discuss, has extensive knowledge, likes to read books and also able to give opinions.

Afterthat, to strengthen the observational data with students, the researcher was continued the observations with the teacher, who stated that during the process of literacy activities being unknowingly appeared in the students' awareness of religious orders according to their self-confidence, doing good, being polite and friendly and also respecting each other among fellow the teachers. And then the students appears in the students an attitude of trying to get to know and respect each other among friends of different religions and ethnicities, an attitude of trying to collaborate with others, instilling concern for matters relating to common interests and being open to sharing knowledge. In addition, good attitude in finding solutions on their own and dealing with situations wisely such as doing assignments given by the teacher by themself not cheating, an attitude of high curiosity, expressing various opinions and arguments, students' attitude of giving ideas that are

different from their friends in a project or group work given by the teacher.

The researcher was conducted an interviews with 3 students, who stated that during the process of literacy activities, the students more awareness in during the religious activities according to their themselves, have a good manners, polite and friendly and also there are mutual respect between fellow teachers and students, appeared in themselves. The students trying to get to know and respect each other with friends of different religions and ethnicities, try to collaborate with others, instill concern for matters related to common interests and be open to sharing knowledge, calm attitude in finding solutions on their own and dealing with situations with wise, such as doing assignments given by the teacher without cheating, high curiosity, expressing various opinions and arguments, being willing to give different ideas from friends in a project or group work given by the teacher.

Furthermore, to strengthen the data from interviews with students, the researcher continued the interview with the third-class teacher at SDN Pekanbaru, who stated that the application of a literacy culture had an effect on the attitude of faith, piety to God and have good character because with good literacy, students realize that it's so important to instill the knowledge of religion. The application of literacy culture affects the attitude of global diversity because each student can understand that differences can not limit the frienship between students, the attitude of mutual cooperation of students because in class students have mutual cooperation such as class pickets and helping each other in the school environment. Student independence because of familiarizing doing literacy makes the students confident to do assignments by themselves, do homework without

the help of parents and dare to do anything even if they get a failure, reason critically because by familiarizing students in carrying out literacy activities so that students

have high curiosity, like to spend opinions and likes to argue, creative attitude because by reading often it gives rise to creative ideas in students. like there is a competition or group work, students can express various opinions.

Interview with the head master of SDN Pekanbaru to find out the character formation of students, stated that at SDN Pekanbaru by implementing a culture of literacy they will have an attitude of faith, piety and noble character and this school has provided an understanding of religious knowledge as early as possible so they already hold the capital for understanding his religion. The literacy culture that was implemented at SDN Pekanbaru, for all of the students is able to appreciate every difference, both religion and ethnicity. The mutual cooperation attitude of students at SDN Pekanbaru has become an important awareness for students, especially for the lower grades, they are still need direction and guidance from the teacher, while for the high grades they are only directed, there are no students who are guided by the teacher during the literacy culture were implemented.

Based on the results of the interviews and observations, the researchers conducted review the documentation with three informants, there are the teachers. The results of the document review regarding to the data supporting the formation of student character show that every incident of students in grades 3A, 3B and 3C during the learning process, the teacher makes it in the case books for each class.

The researcher conducted interviews with the teacher of third-class at SDN Pekanbaru, they said that the teacher did not experience any problems in carrying out a literacy culture, it's just that the books available in the library were still lacking, so they asked students to be able to bring books from home.

Discussion

The Implementation of Literacy Culture

Literacy culture so many have supports for the implementation of learning in the schools. With a literacy culture, students have a high curiosity. Mursalim (2017: 31) Said that practicing of a literacy culture is carrying out cognitive practices which are followed by the process of reading and writing, and will be produce a new creation. According to Saraswati (2019: 25) it can be works follows as: (1) Assist in selecting books for students according to their interests and preferences; (2) Making books look interesting so that students are interested in reading the books; (3) Creating the programs to attract students' interest in reading; (4) Designing a pleasant space for reading; (5) Building an ecology for students' reading.

Supporting of the data in literacy culture carried out by Pekanbaru SDN's teachers. First, the process of literacy activities, at the stage of the process, literacy activities are carried out in the corner of the classroom and in the school's library. The library is used by students as a place to read, write and work in groups. Second, the literacy schedule, during the literacy schedule stage the library visit has been made with a different schedule each classes. Third, books and literacy supporting sources, at the book stage and literacy supporting resources used by schools in the form of reading books, textbooks, knowledge books, story books and fairy tale books provided in the library and students can also bring the books own from their home.

Fourth, the organizational structure, at the stage of the class organizational structure is equipped with members consisting of homeroom teacher, class leader, vice class leader, secretary, treasurer, security section, order and cleanliness section. The structure of the school there are consists of the headmaster, class teachers, subject teachers and extracurricular teachers, students and security of the school. Fifth, the atmosphere and

condition of the school, at this step the atmosphere and condition of the school really supports the implementation of a literacy culture because each class already has a library visit schedule, already has complete books in both the class reading corner and the library of the school.

Supporting data to implementing the literacy culture to establish student's characteristic according to Afifah (2021: 71), follows as:

- a. The process of literacy activities
How was the process of activities carried out to support literacy culture both in the reading corners in the classroom and in the library.
- b. Literacy schedule
The schedule determined by the school in visiting the library for literacy activities. Each class and student has a different schedule for visiting the library.
- c. Books and supporting resources
The source for supporting the passage of a literacy culture is reading books provided in the library and some students can bring the books own from their home.
- d. Organizational structure
The organizational structure in the classroom and in the library must be displayed so that students know about the activities of the literacy culture that will be carried out.

Based on the results of interviews, observations and results of document reviews regarding literacy culture carried out by the teachers, it has shown a literacy culture in shaping student characteristic by following some supporting data. It can be seen from how the teachers implemented literacy culture step by step, although it is undeniable that there are still teachers who are not optimal in implementing literacy culture.

The Literacy Culture to Establish the Characteristic

A habit of someone become a culture that can be the character of that person.

According to Erniyanti (2018: 115) character is a way of life that is unique to each individual and allows them to live side by side and work together with other people like with the family, society, nation and state. According to Asdar (2022: 6) Characteristic development is the process of changing a person's attitude and behavior in an effort to help them become an adult through instruction or training.

There are supporting data in literacy culture in Pekanbaru SDN by the teachers. First, the application of a literacy culture affects the attitude of faith, piety to God and have a good character because with good literacy, students realize the importance of instilling religious knowledge. Second, the application of a literacy culture influences the attitude of global diversity because each student can understand that differences do not hinder unity among the students. Third, the application of an iteration culture influences the attitude of mutual cooperation of the students because in the classroom students have a mutual cooperation such as picketing classes and helping each other in the school environment. Fourth, the application of a culture of iteration influences students' independent attitudes because by accustoming students to carrying out literacy makes students confident to do assignments by themselves, do homework without the help of their parents and can do anything even if they get a failure.

Next in the fifth, the application of iteration culture affects in critical reasoning attitudes because by familiarizing students in carrying out the literacy activities so the students will have high curiosity, like expressing opinions and like to argue. Sixth, the application of iteration culture affects creative attitudes because by reading often it gives rise to ideas creative ideas for students. like there is a competition or group work, students can express various extraordinary opinions. The six characteristics of Pancasila students can be summarized as follows: Faithful, Devoted to God and Noble, Global

Diversity, Collaboration, Creative, Critical Reasoning and Independence.

According to the interview, observation and the result of the reviews of documents about literacy culture to establish student's characteristic by the teachers, it has shown a literacy culture in shaping student character by following some supporting data. It can be seen from how the teachers implement literacy culture step by step, although it is undeniable that there are still teachers who are not optimal in implementing literacy culture. The obstacle faced by Pekanbaru SDN teachers is the lack of books available in the school library, requiring the students to be able to bring their own books from home.

CONCLUSIONS AND SUGGESTIONS

It can be concluded that the implementation of the literacy culture that applied in Elementary School in Pekanbaru was implemented so well, literacy culture is carried out from the class level, there are from grades 1 to 6. Literacy activities are carried out in the library and in the reading corner. There are several activities in the library that are already running and can foster students' interest in reading and writing activity, follows as: making bulletin boards, group work, speed reading, reading fairy tales, reading poetry and performing arts. Literacy activities in the classroom before students start learning students are asked to read a reading book for 15-20 minutes. In addition, there are several characters that are formed in schools through literacy culture such as faith, piety to God Almighty, and have noble character, global diversity, work together, be independent, reason critically and creatively. However, behind the smooth running there are still obstacles in cultivating literacy by teachers such as the lack of books provided in the school library, thus asking students to bring their own books from home. As suggestions or recommendations from this study is necessary to add facilities and infrastructure in literacy activities at the schools such as procuring

reading books for students to increase the variety of books they read.

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