

The Parameter of Character Reinforcement through Optimization of School Literacy Movement Oriented to Critical Discourse Analysis

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Abstract—This research is motivated by the school's obligation to actively foster students' interest in reading through characterized GLS. Since the GLS operation, a parameter which measures character reinforcement through searching of GLS quality performed by teachers at school is needed. In this case, the author employs the Critical Discourse Analysis (AWK) parameter. This qualitative research employs the case study method and Indonesian Language Teachers subject of the Vocational High Schools in Bandung as its source of data. The AWK reviews the quality of character value application in GLS implementation in social relation, learning reaction, learning system, learning interaction, and discourse characteristics aspects. The concerned GLS activity includes achieved implementation of stages application level by teachers in Lesson Plan (including habituation, development, and learning stages). The character values studied include existence or non-existence of character values: religiosity, nationalism, independence, mutual cooperation, and integrity. The research results show that all Lesson Plan materials are based on literacy, because of learning orientation to text understanding. All Lesson Plans have shown GLS at the development stage. Formally, in all Lesson Plans studied, GLS is not described in detail within the 15minutes of the beginning of learning, but all learning core activities are literacy activity.

Keywords—critical discourse analysis; school literacy movement; character education

I. INTRODUCTION

Character education is, according to Suroso [1] in wartabahari.com, always related to integrity, example, and behavior issues. Integrity is able to bring out various primary character developmental aspects such as honesty, discipline, and responsibility. As society member, students develop well based on ethnicity within the framework of national identity with global perspective. To enforce students' character education, the Minister of Education, asks all schools to integrate it into School Literacy Movement (GLS) [2].

Based on Moje [3] in *Reading Research Quarterly Journal* ask, however, about more than what one might think of as literacy, because we believe that literacy is a complex construct and that secondary content area literacy learning and its use are

particularly complex. It is important to acknowledge the many different funds of knowledge, such as home, peer group, and other systems and networks of relationships that shape the oral and written text young people make meaning of and produce as they move from classroom and from home to peer group, to school, or to community.

According to Effendy [2], Students' low literacy bears the sense that the reading ability of Elementary School, Junior High School, Senior High School and Vocational High School students and of adults remains the problem of the Indonesian of which solution is continuously strived for. Indonesian students' literary ability has not met the 21st century literary skill criteria. In addition to school least reading material and insufficient facilities and infrastructure, the reason is also teachers' tendency to employ one type of reading text in learning activity. Besides, character education through GLS is not yet a trend in education world, while character education is always related to integrity issue and synergizes with the values contained in reading material. Integrity is able to bring out various primary character developmental aspects such as honesty, discipline, and responsibility. Literary activity will be able to observe such various phenomena.

The low value of character education reinforcement also makes the Government finds it difficult to realize the 21st century characterized, literate, critical and creative generation. According to Abu [4] asks in the last decades, the teachers criticized for failing to integrate the knowledge in the behavior of virtue. Therefore, the character education is always considered in every design education, including in madrasahs. The character education is the deliberate attempt to influence the behavior of students through customizing repeatedly. Making it easy to do virtue and avoid crime.

According to Marini [5], the teachers could use various methods to integrate character values in teaching learning process. However, the teachers were doubtful of integrating character values in teaching learning process. They focused on the materials too much so that they didn't remember to integrate character values. This problem was also related to the teachers' competences not good enough. Therefore, the

teachers should improve their competences about character building.

This research needs to be conducted in order to solve the inhibiting parameters of character education reinforcement process in GLS, thus for failing the quality of all activities may be immediately rectified and improved. Such process inhibiting context may be stopped from its source, and character education reinforcement process may be critically improved with the School Literacy Movement.

To definition of literacy, Freebody [6] asks "Literacy" is the flexible and sustainable mastery of a repertoire of practices with the texts of traditional and new communications technologies via spoken language, print, and multimedia. By 'flexible,' we mean that students are able to adjust and modify their performance to better meet contextual demands and varying situations. By 'sustainable,' we emphasize maintenance and achievement over time. "Mastery" involves performance characterized by high achievement. A 'repertoire' involves sets of options for complex performance of literacy practices.

According to Bialik [7] asks a definition "character" encompasses all of "agency," "attitudes," "behaviors," "dispositions," "mindsets," "personality," "temperament," "values," and "social and emotional skills." "Character," although sometimes charge with negative connotation, is a concise term that is recognizable by all cultures. Character qualities are defined as distinct from skills, which represent the ability to effectively use what one knows. Higher-order skills (such as the "4C's" of Creativity, Critical Thinking, Communication, Collaboration – also known as "21st Century Skills") are essential for acquisition and application of Knowledge as well as for work performance.

The revised curriculum 2013 confirms the importance of learners' character reinforcement in learning through, among others, literacy movement. This particularly reinforces five characters: religiosity, nationalism, independence, mutual cooperation, and integrity.

Based on the background above, this research aims at:

- Describing character education reinforcement in School Literacy Movement (GLS) through Critical Discourse Analysis (AWK) parameter;
- Describing the quality of character education relationship in GLS;
- Describing the form of existence and quality of character education reinforcement in GLS through AWK parameter.

II. RESEARCH METHODS

This is a qualitative research. Based on Creswel [8] explains that a qualitative research is one which places the researcher relying on participants' view, such as inquiring for some general questions, collecting data containing participants' considerable information in the form of words (text), describing and analyzing words pursuant to the theme, and reviewing something subjective and bias.

This research employs a case study method. According to Mulyana [9] defines case study, "A case study is a comprehensive description and explanation of various aspects of an individual, group, organization (community), program or social situation." A case study researcher attempts to review as much as possible the data of research subject. Thus, the researcher will be able to provide a complete and thorough view of the research subject.

III. RESULTS AND DISCUSSION

A. Description of GLS Integration Applied by the Indonesian Language Teachers in their Lesson Plans

This section will discuss the description of GLS existence data applied by the Indonesian Language teachers of Vocational High Schools in Bandung Municipality and Regency in their Lesson Plans which has been implemented in class, as given in the table below

1) Description of Bandung City data

The table above may be described as follows:

- a) There are 22 Lesson Plans.
- b) All Lesson Plan materials are based on literacy, because of learning orientation to text understanding, both receptive and productive. Therefore, all Lesson Plans have shown School Literacy Movement at development stage.
- c) Formally, in all Lesson Plans studied, GLS is not clearly described in detail within the 15 minutes in the beginning of learning, but all learning core activities are literacy activity.
- d) From the 22 Lesson Plans, it is found that there are 11 types of text which become learners' reading material, consisting of:
 - one saga text, in class X, odd semester;
 - two movie/ drama review texts, in class XI, even semester;
 - one complex explanation text, in class XI, even semester;
 - three historical story texts, respectively two texts in class XII, odd semester and one text in class XII, even semester;
 - four short story texts, respectively one texts in class X, odd semester and three texts in class XI, odd semester;
 - one poetry text, in class X, even semester;
 - two editorial/ opinion texts, respectively one text in class X, even semester and one text in XII, even semester;
 - one negotiation text, in class X, even semester;
 - two biography texts, in class X, even semester;
 - two anecdote texts, in class X, odd semester;
 - three observational result report texts, in class X, odd semester.

2) *Description of Bandung Regency Data*

a) *There are 22 Lesson Plans.*

b) *All Lesson Plan materials are based on literacy, because of learning orientation to text understanding, both receptive and productive. Therefore, all Lesson Plans have shown School Literacy Movement at development stage.*

c) *Formally, in all Lesson Plans studied, GLS is not clearly described in detail within the 15 minutes in the beginning of learning, but all learning core activities are literacy activity.*

d) *From the 22 Lesson Plans, it is found that there are eight types of text which become learners' reading material, consisting of:*

- six observational result report texts, in class X, odd semester;
- three negotiation texts, in class X, even semester;

- three exposition texts, in class X, odd semester;
- two historical story text, respectively one text in class X, odd semester and one text in XII, odd semester;
- one procedure text, in class XI, odd semester;
- one editorial/ opinion text, in class XII, even semester;
- three biography text, in class X, even semester;
- one anecdote text, in class X, odd semester.

B. Description of Form of Existence and Quality of Character Education Reinforcement in GLS Applied to Learning Activities through Review of Teachers' Lesson Plan Using AWK Parameter

The AWK review aspects in learning based on Hidayati [10] include social relation, learning reaction, learning system, learning interaction, and discourse characteristics.

TABLE I. THE REVIEW ASPECTS OF CRITICAL DISCOURSE ANALYSIS AND THEIR INDICATORS

No.	AWK Review Aspect	Indicator
1.	Social Relation	Discourse interaction with learners Discourse interaction with teacher Discourse interaction between teacher and learners Interaction between learner and learner
2.	Learning Reaction	Teaching and learning activity in in democratic atmosphere, convenience, easiness to achieve goals. Teaching and learning activity is conducted by describing, interpreting, analyzing, criticizing the social life in text.
3.	Learning System	Learning system is not merely based on memorization/ explanation/ question and answer, but is in a responsive and collaborative way. Learners and teacher mutually respond to the fact studied, including in determining material to be studied. Learners analyze written and oral texts, aiming at examining the historical/ political/ economic/ social context the author creates.
4.	Learning Interaction	Communication established in the social construction context through listening activity. Communication established in the social construction context through speaking activity. Communication established in the social construction context through reading activity. Communication established in the social construction context through writing activity.
5.	Discourse Characteristics	Learners are able to understand that the text/ discourse they review as a text/ discourse with certain discourse. Learners are able to explain the relevance of text and context. Learners are able to explain the relevance of text/ discourse and the history it covers. Learners are able to connect the text/ discourse with certain social/ economic/ cultural power.

According to the review aspects above, we may describe that the forms of existence and quality of teacher's educational value in their Lesson Plan's GLS design are as follows:

- social relation aspect, commonly have been designed by teachers in multi-interaction activity, in which interaction between learner-discourse-teacher-learner takes place; the reinforced characters include: religiosity (particularly accentuation of love of environment, piety, and faith), independence (particularly accentuation of love of for the homeland, and dare to act), mutual cooperation (learning activity is always performed in group), integrity (particularly accentuation of exemplary character, and honesty, particularly in obtaining material information);
- learning reaction aspect, teachers usually apply the values: characters of mutual cooperation (as seen in democratic situation, freedom in expressing opinion in group), independence (learning requires learners to strive for problem solving, dare to ask and communicate, and show learners' character by keeping

giving solution through various sources), integrity (as seen in the application of importance for learners to be based on love of righteousness through scientific method in learning jointly performed with group, and honesty in listing source and giving example);

- learning interaction, greatly varies, but emphasizes more on critical and creative oral and written communication practice (writing scientific work and create story or poem) and reading of understanding;
- discourse characteristics, which become source of learning, emphasize more on theme containing the integrity value 'exemplary.'

C. Description of Learner's Response to Character Implementation in GLS Program

According to the table above, we may examine that the Vocational High School students in Bandung City agree to the School Literacy Movement (GLS). This is proven as 56.59% students answer **agree**, 28.59% students answer **strongly agree**, 12.01% students answer **neutral**, 1.68% students

answer **disagree**, and 0.49% students answer **strongly disagree**. Therefore, we may conclude that **85.18%** students respond well the character implementation in the School Literacy Movement (GLS) program.

According to the questionnaire results above, we may conclude that the students are happy about the reading activity in the first 15 minutes of learning. The reading materials the students like the most are novel and short story. The School Literacy Movement is able to provide students additional reading materials, provide exemplary figures, and provide inspiration in problem solving. In addition, it may also encourage students to actively ask about anything they have not understood of the reading material, get used to cooperating with friends in learning, and sincerely learn further subjects.

The integrated learning model with School Literacy Movement is able to improve students' critical thinking, since each group member may participate in responding the fact existing in reading material. Besides, the students understand more of the relationship between reading material and its history background and are able to answer questions easily of the story, since the content of story is related to daily social/economic/ cultural condition.

IV. CONCLUSION

A. Conclusion

The research results show that since GLS is held 15 minutes before lesson starts, the teachers do not plan such activity in their Lesson Plan. However, since the one studied is Indonesian Language teachers, all subject matters are automatically text based. Through this basis, literacy activity is really conducted at development stage. In general, learners practice responding, analyzing and producing both written and oral works. The character values added are mostly: religiosity (with faith and piety indicators), independence (usually emphasizing learning, courage, hard work, creativity aspects), mutual cooperation (usually emphasizing cooperation aspect), and integrity (usually emphasizing honesty, love of righteousness, and politeness).

Learning model which is integrated with *Gerakan Literasi Sekolah* (GLS) / School Literacy Movement can increase student's critical thinking power, since each member group can participate proactively in giving their thoughts about the fact contained in the reading materials. Besides, that, student more understand about the connection between reading material and its historical background, also they can answer the questions

easily, because the content associates with common social/economy/culture conditions.

B. Suggestion

Based on this research, the authors wish that intensive training of GLS integration design and the standardization of AWK as evaluation model can take place. Aside to increase student's interest in reading to be higher and more qualified, the advantages of this model are can be used as teacher's guidelines in evaluating learning activities to an extra meaningful way by upholding into social relation values which are more democratic, collaborative, and fun. Thus, hopefully AWK model can be used by teachers in implementing the evaluation of literacy skill and the effectiveness of learning based on literacy. As things go, this AWK based scoring is useful and can give high contribution in creating educated, character and literate society.

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