Implementation of Character Education for Enjoying Reading Through Literacy Programs in Elementary Schools

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ABSTRACT

This research focuses on the implementation of character education for fond of reading through literacy programs at SDN Gadang 3 Malang City which has never been disclosed before. The purpose of this research is to describe the character education of fond of reading at SDN Gadang 3 Malang city through the school literacy program. This research is a qualitative descriptive research with a case study design. The determination of informants in this study used a purposive technique so that the subjects of this study were school principals, librarians as literacy managers, grade 4 and 5 teachers, and students. Data collection was taken through interviews, observation, and documentation. Data were analyzed using the steps of data collection, data reduction, data presentation, and drawing conclusions. Data validity checking techniques use source triangulation and technique triangulation.

The results of the study are as follows: (1) character education likes to read through the habituation stage at SDN Gadang 3 Malang City through reading activities 15 minutes before learning, story telling with students' stories using hand puppet media and building a physical environment in schools that is rich in literacy through designing innovative class posters and bulletin boards in every corner of the class. (2) character education for fond of reading through the development stage, namely reading 15 minutes before learning accompanied by non-academic bills, giving awards, and developing literacy skills through using learning media such as hand puppets. (3) character education likes to read through the learning stage in the form of 15 minutes of reading, then students tell stories with fables or children's literature stories before learning accompanied by academic bills that are in accordance with the current learning. Bills and literacy-based learning processes are in accordance with the 2013 curriculum. (4) the inhibiting factor of the literacy program is that there are some teachers who find it difficult to manage literacy time with learning. (5) Supporting infrastructure in improving language literacy learning. (6) the use of library visiting hours for students as part of the student activity process in cultivating a culture of fondness for reading.

Keywords: Character Education, Love to Read, Literacy Program.

1   INTRODUCTION

Indonesia is still ranked 111th on the Human Development Index (HDI) according to a United Nations Development Programs (UNDP) survey which is valid until 2016. This position is still far behind Malaysia and Brunei which are ranked 62nd and 31st. Wahab (2010: 14), This shows that education in the country of Indonesia plays a very important role in this all-modern life to sustain life. Munira, (2010:5) Education is one way to improve the quality of human resources to become more productive and superior individuals. Education is a dynamic force in the life of every individual, which influences their physical, mental, social and moral development. Tilaar, (2002:2) Education is a conscious effort for the development of humans and society, based on certain thoughts. Mastuhu, (2003:23) In article 20 of the 2003 Law, national education functions to develop abilities and shape national character and civilization with the aim of developing the potential of students to become quality human beings with characteristics of faith and piety to God Almighty. , have a noble character, healthy, faithful, capable, creative, independent, and become citizens of a democratic and responsible

A group of people who are aware of literacy is one of the benchmarks for the progress of a nation. Faradina, (2017:15). Although the level of literacy does not only include reading, awareness, skills, and reading habits are aspects that play an important role in determining whether a society is said to be a literate society. Antara, B. (2017:15) The importance of awareness in a nation's reading habit so that it becomes an indicator of success for the development of superior education. Abidin, y. et al. (2017). The Indonesian government has launched the master design of the School Literacy Movement (GLS) in 2016 for various levels of education as a concrete step in responding to the results of the reading test conducted by the International Association for the Evaluation of

Educational Achievement (IEA), although its achievements are still at a stage that is still under development. very early. Daga, (2020:20) Character education, especially characters who like to read at all levels, needs to involve all school members so that a continuous process occurs. (Lickona, Schaps, & Lewis: 2003) The most realistic effort for this is to introduce and familiarize individual subjects from childhood with reading objects, namely reading, books so that when they grow up, this familiarity turns into a necessity.

In line Hidayat, H & Basuki, Imam, 2018) through this literacy program can improve the character of students who like to read which can be seen from students' awareness during breaks and free time, students read books in the reading corner or in the library, design posters, make bulletin boards class, this can be seen from the number of visitors to the library and borrowing books every month. Beers, et al. (2009) Apart from that, with this literacy program, students will get information and experience gained by reading. Laksono, Retnaningdyah, Mukhzamilah, Choiri, & Nurlaela, 2016) To foster an attitude of fondness for elementary school reading, several supporting factors are needed to supervise, control and train. At SDN Gadang 3 Malang City there are class teachers, librarians and work with parents to accompany students while reading. Based on this description, the researcher is interested in revealing "character education for fond of reading through literacy programs at SDN Gadang 3 Malang City" which has never been disclosed before.

In opinion from Olaniran, S. O. (2020) Through literacy activities in schools will create attitudes, personality, values, character and students' emotional psychological level. Wiedarti & Laksono, (2016:12) There are many school activities that not only develop students' talents but also students' character. As Ki Hajar Dewantara said, that education is an effort to cultivate character (character), mind (intellect) and the body of Samani's children, (2016: 7). So in education not only develops knowledge or knowledge but also the character of its students. It is feared that if this character is not formed and school education only has prospects for cognitive aspects, then education will give birth to smart but immoral people.

Inanna. (2013:20) Character education is education that teaches the morals and personality of students (Fadillah & Khorida, 2013; Sumarsih & Zakaria, 2020). Furthermore, Gunawan (2012) argues that character education aims to shape the character of the Indonesian nation in accordance with the values contained in Pancasila. According to Sari (2018), fond of reading is a passion or preference for a reading to obtain various information and insights. Muchlas, S., & Hariyanto. (2013). The system of instilling character values in school members which includes components of knowledge, awareness or will, and actions to carry out these values, both towards God Almighty (YME), oneself, others, the environment, and nationality so that they become human beings. Kamil Narwanti, (2011:14). In character education, all components of education must be included so that there is harmony between the character and the goals of national education to build a nation of character and morality. This character functions in a social environment. Lickona, T. (2015). This shows that character is not created just like that and is not innate, but character will be created in the child through the circumstances of the surrounding environment which will bring the child into good character or vice versa. Character is an ongoing process as long as humans live.

Character cannot be formed in instant behavior, humans can form character gradually according to the child's development. Laili, I., & Naqiyyah, M. (2014:15) Character should be formulated into systematic and comprehensive steps to be implemented both at home, school and community. Omeri, N. (2015). Character requires example and touch from an early age to adulthood, therefore, it is not only the school that plays an important role in shaping character, but also the family and society. The reality is that currently there is a lot of moral degradation occurring among elementary school students, as currently in line with the development of science and technology, many students are reluctant to read books and choose to play handpone, students who destroy reading books, do not return borrowed books, say dirty words, weak sense of responsibility, lack of discipline and disrespect for others

One of the causes of moral degradation at SDN Gadang 03 Malang City is the teacher who only emphasizes the cognitive aspects. In teaching, the teacher should not only emphasize the cognitive aspect, but should also instill the affective aspect, so that there is a balance between knowledge and a good attitude. Schools have many programs designed for students to grow knowledge, skills and attitudes or character. For example, one of the programs launched at SDN Gadang 03 Malang City is a literacy program to instill the character of liking to read. We know for ourselves by reading, the world's window will be wide open. However, for now reading activities carried out by children are very low. (Pezzuti et al., 2021) Many children prefer to play handpone compared to reading. This was proven when researchers made observations that had been carried out at SD Negeri Gadang 03 Malang City, the character of reading was very low and less visible in learning. This can be seen from the library which is very quiet by students, and the small number of book loans. In the learning process the teacher does not guide students in reading activities. The teacher is more concerned with the cognitive aspects of students than the affective aspects of students.

Availability of school facilities and infrastructure, readiness of teachers and principals in compiling learning tools, characteristics of student behavior, school management, forms of leadership, instilling character values in accordance

with the implementation in the 2013 curriculum through the PPK Program and strengthening the profile of Pancasila students in each field of study becomes the pattern of forming a quality and superior school culture. Through the above, it also influences the lack of activity in schools both inside and outside the classroom which supports the successful implementation of character education, especially the character who likes to read at SDN Gadang 03 Malang City. Mallows, D., & Litster, J. (2016). Therefore, having a program, increasing students' reading capacity, as well as a library or library service provider center are essential in developing a love of reading. In addition, this school seeks control and assistance in order to optimize a reading culture for students through several reading programs, optimizing supporting facilities such as the school library, training teachers and librarians who work closely with the city archives and libraries. Empowerment of students in the context of instilling a reading culture is also carried out through reading corners in each class which are managed by young librarians. Based on the reasons above, the researcher will examine more deeply about developing the character of a love of reading, uncovering efforts to cultivate reading in schools through a case study research in the field.

2 RESEARCH METHODS

This research is a qualitative descriptive research with a case study design. The determination of informants in this study used a purposive technique so that the subjects of this study were school principals, librarians as literacy managers, grade 4 and 5 teachers, and students. Yin, R. K. (2006) The data in this study were obtained through several qualitative data collection methods, namely interviews, observation, and documentation. The subjects in this study were the principal as the person in charge of implementing the school literacy program, representatives of the upper and lower class guardian teachers as supervisors of school literacy activities in relation to the character of reading fondness, as well as students in grades 4 and 5 at SD Negeri Gadang 3 Malang. Denzin, N. K., & Lincoln, Y. S. (Eds.) (2011). In qualitative research, data collection was carried out using natural settings and primary data sources. While the research instruments in this study were the researchers themselves, interview guidelines, and observation guidelines. Data collection was taken through interviews, observation, and documentation. This data were analyzed using the steps of data collection, data reduction, data presentation, and drawing conclusions. Creswell, J. W. (2013) Techniques for checking the validity of data using source triangulation and technique triangulation. In this study, researchers used Miles and Huberman's data analysis. According to Miles and Huberman (in Sugiyono, 2012: 337), activities in qualitative data analysis are carried out interactively and continue continuously until complete, so that the data is saturated.

3 RESEARCH RESULTS AND DISCUSSION

Based on the analysis of qualitative data, the themes of the research results are formed based on the codes found. The implementation of character education for fond of reading through the school literacy program at SDN Gadang 3 Malang City is still at an early stage, namely the habituation stage. This Habituation Stage refers to (Wiedarti & Laksono, 2016) one of the activities is 15 minutes of reading. At this stage, the implementation of the School Literacy Movement policy at SDN Gadang 03 Malang City still requires adjustments so that it runs according to existing conditions. The School Literacy Movement policy has been implemented for two years, since the 2017/2018 school year. The implementation of the literacy program at SD Negeri Gadang 03 Malang City is based on government regulations, vision and mission and school programs.

This regulation is in line with the foundation for the declaration of the school literacy movement from the government, one of which is Permendikbud Number 23 of 2015 concerning the Growth of Character and Character which discusses reading non-learning books for 15 minutes before class starts. Based on the two legal foundations above, it can be seen that character education and the school literacy movement actually have the same goal. In the GLS Task Force of the Ministry of Education and Culture (2018), it is explained that the school literacy movement aims to form school citizens who are literate in terms of: literacy, numeracy, science, digital, finance, culture, and citizenship. As with the goals of the school literacy movement, character education also has a similar goal as stated in Kemdiknas (2011) that character education aims to be able to develop potential in all aspects possessed by students so that they can animate commendable character.

The habituation stage is a simple step in implementing a literacy program. Activities in this habituation stage are divided into two strategies, namely the habit of reading books for 10-15 minutes and other activities that can build a literacy culture and literacy-friendly physical conditioning. In the habituation activity of reading books for 10–15 minutes and other activities, the main goal of habituation activities is reading books for 10–15 minutes. By carrying out the habit of reading books for 10-15 minutes before learning for students, it is hoped that this activity can foster their interest in reading, so as to form a character who likes to read. This condition is in accordance with the rules of

the Ministry of Education and Culture's GLS Task Force (2018) which states that the habit of reading books for 10-15 minutes aims to foster an interest in reading among school members.

When an interest in reading has grown, bringing up a character who likes to read is not a difficult thing. In addition to reading books for 10-15 minutes before learning, schools also carry out other habits to foster students' interest in reading. Nugroho, A. H., Puspitasari, R., & Puspitasari, E. (2016). These various activities are question and answer when lining up before entering class, memorizing short letters in the Qur'an, Asma'ul Husna and Pancasila, other refractions are Gibakuta (Active in the Morning reading books and telling stories), Morning stories of fairy tales (Cergam) by using media images/Hand Puppets, Reading Morning Conversation and rhyming, Creative writing in the form of works (poetry and making print media advertisements) Dwijayani, N. M. (2019). In fact, to apply interest in reading does not have to be through reading books for 10-15 minutes, but can also be applied through other habituation efforts such as memorizing activities, asking and answering questions, summarizing and retelling. With these activities it can encourage someone to read, even if not for 10 or 15 minutes.

In line with the opinion of Suyatno et al. (2019) who revealed that in order to instill a good value, habituation is needed, thus they will get used to doing it even though they are outside the place where the habituation process has been carried out. The school's physical environment is the environment that is first seen by school residents. In line with Beers (2015) in the Ministry of Education and Culture's GLS Task Force (2018), to be able to carry out good learning, a comfortable and supportive environment is needed. This statement is in line with the opinion of Muslih (2016) who explains that the most influential thing in the learning process and child development is the environment.

Therefore, schools need to organize their environment in such a way as to reflect a school with a literate culture. Ramandanu, F. (2019) Efforts to regulate this environment can be carried out in various ways such as providing literacy support facilities and displaying various student works in the school area. In line with this opinion, the efforts made by SD Negeri Gadang 03 Malang City in conditioning a literate physical environment are by providing facilities that support literacy programs such as libraries, reading corners, and outdoor reading areas. In addition, the school also displays various student works such as pictures, poetry in class or school wall magazines with the aim of beautifying the school environment with a literacy feel.

The development stage is a follow-up to the habituation stage. Activities in the development stage are divided into two strategies, namely developing literacy skills through various non-academic activities as well as seeking a social and affective environment as a model of literate communication and interaction. Geske, A., & Ozola, A. (2008) and according to the GLS Task Force of the Ministry of Education and Culture (2018) literacy skills development activities can be carried out through various non-academic activities such as writing synopsis, discussing books that have been read, organizing extracurricular activities and schedule mandatory library visits (literacy hour).

Activities to develop literacy skills through various non-academic activities carried out by SD Negeri Gadang 03 Malang City, namely through various extracurricular activities, Reading Fairy Tales / Short Stories, Guided Reading, Reading Together by Utilizing Library Visiting Hours, Responding to Storybooks, Reading Aloud, Reading Guided, Shared Reading, and Independent Reading Through Storybooks in Love Reading Movement (GCM) Activities, Appreciating the achievements of children's literature literacy, Responding to story books, Reading aloud, guided reading, reading together, and independent reading through storybooks, SADAS Movement (Aware Smart) Watching educational television with parents, students and teachers takes place online and offline, creative action and expression. The activity of memorizing new vocabulary and writing them in simple sentence form is to increase students' vocabulary in language. The indicators of student success in having a penchant for reading are in table 1.1.

Table 1.1. Indicators of fondness for reading in elementary school

No	Character Indicators Like Reading Elementary Students	Information
1	Students are able to read books and writing related to learning Indonesian in elementary school	There are 75% of students able to read textbooks or picture story books
2	Students are able to find reading material from various sources such as using the library / internet and other sources.	Through literacy habits there is an increase of 70% of students in finding reading material from various sources such as the internet and other sources.
3	Students read novels and short stories or children's literature as reading materials that support literacy programs	There are 82% of students reading novels and short stories or children's literature as reading material that supports literacy programs.

No	Character Indicators Like Reading Elementary Students	Information
4	Students take the initiative to take advantage of their own time in reading both at home, school and other places such as reading gardens	There was an increase of 35% from the previous GLS program which only reached 65%. Students have their own initiative and time to read, both at home, school and other places such as reading gardens
5	Students have a collection of reading books with genres of books or writings about nature, social, culture, art, and technology.	Almost all students have a collection of reading books with genres of books or writings about nature, social, culture, art, and technology because the class teacher is required to read books.
6	Students are able to tell stories and exchange readings with their friends intensely in their own language	There is an increase of 85% Students are able to tell stories and exchange readings with their friends intensely in their own language
7	Students are able to motivate themselves to be critical, creative, communicative, and confident in various ways	Nearly 88% of students Students are able to motivate themselves to be critical, creative, communicative, and confident in various ways while at school getting used to the GLS program
8	Students are able to read with pleasure without coercion	There is an increase of 95% of students who are able to carry out reading activities with pleasure without coercion because teachers often provide training and assistance
9	Students are able to conclude reading material in their own language.	There is an increase of 85% Students are able to conclude reading material in their own language with confidence and criticality
10	Students are able to carry out reading activities in a focused manner because it is one of the most important things in improving the quality of learning from the beginning to the end of learning.	There is an increase of 75% of students able to carry out reading activities in a focused manner because it is one of the most important things in improving the quality of learning from the beginning to the end of learning

In line with the opinion of Nugroho, A. S., & Mawardi. (2021) In the evaluation of the results carried out at SDN Gadang 03 Malang City in class V students, namely by always monitoring student learning progress and the characters that appear, especially characters who like to read during the learning process. At the end of the lesson the teacher evaluates student learning outcomes and does not forget to instruct students to always study at home and always maintain attitudes and behavior and to always read at home. Fitzpatrick, Jody L., et.al. (2004) The evaluation or assessment carried out by the teacher for the application of developing a fond of reading character is by using an attitude assessment carried out by students during the learning process. Nugroho, A.S., & Mawardi (2021) stated that based on the teacher's direct evaluation of the character values of liking to read, when students do what they want, the teacher gives rewards or reinforcement.

Process assessment is carried out using an assessment rubric on the skills and attitudes that are expected to appear in students. Assessment of results is carried out when the learning process is in progress, namely by working on questions and assignments contained in student books. Meanwhile, in the assessment of attitudes, researchers found that the assessment of attitudes that were developed in learning were religious, nationalist, independent, gotong-royong, integrity and fond of reading. The assessment is carried out during the learning process. When implementing thematic learning in elementary school culture, it is necessary to have the willingness and tenacity of the teacher to be able to make improvements. Assessment of reading character attitudes in the learning process both in the classroom and in the library, students have carried out according to existing indicators. Musfiroh, T. & Listyorini, B. (2016) On the indicator of carrying out reading activities in a focused manner, some students have performed very well, on the indicator of using time effectively to read, most students have carried out very well, as well as on the indicator of summarizing results. reading, most students have done very well, although there are still some students who need guidance in implementing this indicator. Furthermore, for indicators of carrying out reading activities with pleasure without compulsion, most students have carried out very well, although there are still 7 out of 30 students who need guidance. For the indicator of borrowing books, almost all students have done very well, although there are still 5 people who need guidance. Obstacles that arise in the application of the character of liking to read based on the results of interviews with school principals and teachers of Classes IV and V. The obstacles that arise from students are differences in levels of ability, talent, interest, courage and time that are felt to be insufficient. Differences in the level

of ability, talent, interest and courage can affect the smooth implementation of the scientific approach as a whole. In overcoming these time constraints, the class teacher works around this by giving homework so that the material that has not been completed, students will get at home. Therefore, it needs to be emphasized that in doing this homework assignment, students must always get help and guidance from parents and to always read the subject matter in the book and also what has been given by the teacher at school.

The other obstacle in implementing the character of fond of reading in the culture of Gadang 03 State Elementary School Malang City is that students' interest in reading is still very lacking or not very enthusiastic, then the facilities and infrastructure are still limited. There is no reading corner for each class, especially in grades IV and V. The books available in the library are still limited. then the arrangement of the library space is not so neat and good, so not all students are interested in reading every day in the library, students get bored quickly. Planning for reading fond of character education in elementary school culture is carried out by studying the Learning Implementation Plan. RPP is essentially prepared in order to carry out the learning process. The preparation of a learning implementation plan is something that must be made by the teacher before carrying out the learning process. In Permendikbud number 65 of 2013 concerning Process Standards for Primary and Secondary Education learning plans are designed in the form of a syllabus and lesson plans that refer to graduate competency standards and content standards. Based on the Permendikbud, in planning the lesson the teacher must prepare a syllabus and lesson plans. Then in the Learning Implementation Plan (RPP) in Elementary School culture, it was found that the character of liking to read had been included. The lesson plan made by the teacher includes religious, nationalist, independent, mutual cooperation, integrity and likes to read characters. Since the beginning, it turns out that the teacher has included the character of liking to read in the lesson plan. The character of liking to read is also listed in the core activities contained in the lesson plan, this shows that this character likes to read, in learning planning is prioritized. Implementation in developing this character is related to the activities carried out by students. Activities carried out by students are those related to the character of liking to read. The implementation of character activities like reading by students starts 15 minutes before the bell rings, then in the classroom when learning is in progress until at the end of the lesson it is over.

In carrying out the learning process the teacher acts as a facilitator and plays a full role in improving the quality of learning, the role of the teacher cannot be replaced. The role of the teacher in efforts to improve the quality of education is very large because the teacher is the spearhead in the learning process in the classroom). To improve the quality of learning the main factor is of course it must be supported by reading activities carried out by students. In line with the findings of this study, Inriyani et al. (2017) explained that extracurricular activities are a program of teaching and learning activities outside of academic learning hours with the aim of increasing creativity, talent and fostering the enthusiasm of students in terms of community service. In addition to organizing extracurricular activities, schools also schedule mandatory visits to the library for students. This activity is expected to help schools in fostering interest in reading in students. It cannot be denied, the existence of library facilities is indeed very helpful in supporting learning activities in schools. As revealed by Darmono (2019), that the school library as an educational facility supporting student learning activities plays a very important role in spurring the achievement of educational goals in schools. In addition, the existence of a mandatory library visit schedule is also an indicator of the success of implementing the character of liking to read. As stated by Ramli in the National Library of Indonesia (2014), that one indicator of the success of implementing the character of liking to read is having a library visitor schedule.

This finding is consistent with the theory from Beers, et al in the Ministry of Education and Culture's GLS Task Force (2018), namely efforts to establish a social and affective environment as a model of literate communication and interaction can be developed through recognition of achievements achieved by students in various aspects, both academic and non-academic. The recognition of achievements made by SD Negeri Gadang 03 Malang City is through awarding which can be in the form of trophies, certificates or coaching money to students who win competitions. Giving awards to students is important. Hamalik (2017) revealed that giving rewards in learning can motivate someone to be more active in learning under any conditions. Purwo, S. (2019). Through the habit of literacy in schools, students can have a passion for reading, train students' self-confidence, and become critical, responsive and emotionally controlled individuals. Becker, M., McElvany, N., & Kortenbruck, M. (2010). Literacy also plays an important role in developing children's creativity. When they read books or write stories, children learn to use their imaginations and develop new ideas. Virginia. (2011) This can stimulate their creativity in various aspects of life. Literacy helps children develop effective communication skills. Through reading and writing, they learn how to express their ideas and emotions clearly and regularly

Good communication skills will give them confidence in interacting with others. Literacy also helps children understand the culture and world around them. Through reading books or articles, they can broaden their horizons on various topics, cultures and perspectives. This helps them develop a broader understanding of the society and world in which they live

The learning stage is the final step in implementing a literacy program. As the final step, the learning phase is an in-depth effort to inculcate the implementation of the literacy program. Like the previous two phases, in this learning phase there are also two strategies, namely implementing learning with various literacy strategies and promoting schools as literate academic environments through professional development regarding literacy in teaching staff at schools. As in general, literacy strategies are learning strategies to improve literacy skills in students. Juanda, J. (2019) This is reflected in the book Literacy Strategies in Learning in Junior High Schools (Kemendikbud GLS Task Force, 2018), which reveals that the use of literacy strategies in learning aims to build understanding, writing skills and deep communication in students. As it is known that teachers at SDN Gadang 03 Malang City always use a variety of strategies in implementing learning. These various strategies are applied through several learning methods such as explaining the material, asking students to read, summarizing, retelling the material that has been read, conducting questions and answers about the material that has been studied and giving learning videos and reading assignments to students, other activities at the learning stage. This learning is Writing picture stories (Stories) GCM (Love Reading Movement, Providing literacy-based guided learning, Reading picture stories using mini books as media, Making short stories using flannel media, Writing fables with big book/handicraft media.

Based on the results of the research, the teacher's strategy in instilling a love of reading through school literacy activities can increase students' self-confidence in class, students become critical, creative and independent. Zulfahita, Z., Husna, N., & Mulyani, S. (2020) Literacy activities are activities that help students get used to reading before learning, in addition to helping students improve their ability to read.

The main thing that must be known by the teacher is about the curriculum because it is to determine competency standards and basic competencies. Subagia, I. W., & Wiratma, I. G. L. (2016: 14) The components that must be included are learning materials, learning methods, learning objectives, learning media, learning approaches, learning activity steps and assessment. Components and steps for developing lesson plans, namely including identity, including learning objectives, including learning materials, including learning models/methods, including steps for learning activities, including media/material tools/learning resources, and including assessment (Rando, 2016; Susilowati et al., 2018). The method used in instilling the character of reading in children is the first, namely by providing interesting reading material. Second, giving directions to parents of students to always monitor students when they are in the home environment so they don't play too much but keep themselves busy by reading. Third, all students are required to read after school by taking turns based on the schedule that has been made.

Reading includes: first, reading is a process. That is, information from the text or knowledge possessed by the reader has a major role in forming meaning. Fourth, reading is strategic (Asna & Mimi, 2016; Nurdiyanti & Suryanto, 2010). Effective readers use a variety of reading strategies that are appropriate to the text and context in order to construct meaning when reading. Third, interactive reading. The reader's engagement with the text depends on the context. People who like to read a text that is useful, will find several goals that they want to achieve, the text that someone reads must be easy to understand (readable) so that there is interaction between the reader and the text. Pratiwi, A. N. (2021 Changes in behavior that are obtained through the results of experience or the results of a study. The method used in behavioristic theory is a habituation method where a person must be given a stimulus to change their behavior. Therefore, giving this stimulus requires habituation so that the results to be achieved are as maximum as possible (Sumarmi & Rostini, 2019).The evaluation that is applied is by giving questions, both oral tests and written tests, from the learning that has been carried out. Krathwohl, & Anderson. (2016) also uses a scoring system with 3 domains such as students' knowledge, attitudes and skills, all of which he values from the daily lives of students. All of this he does to measure student abilities and also determines the value each student gets

Evaluation is carried out with regard to the activity process to determine the value of something (Nugroho & Mawardi, 2021; Subagia & Wiratma, 2016). Character education is considered capable of improving the character of the nation's students, in the world of education it is hoped that it will not only teach cognitive and psychomotor aspects, but also pay attention to the affective aspects of students (Surya, 2017; Veronika et al., 2013; Wahyuni et al., 2015) . This finding is reinforced by the findings of previous research which states that character building can be through local art education (Tanto et al., 2019). Representation of character education based on local wisdom through batik learning (Ghufronudin, Zuber & Demartoto, 2017). Reconstruction of character values based on Manggarai culture (Wahyu & Edu, 2018). Besides that, character education can be through classical literature (Juanda, 2019). Character education likes to read through literacy programs in elementary schools (Priasti & Suyatno, 2021). The implication of this research is that it can provide an understanding of the inculcation of the value of the character of liking to read, so that it can contribute to student and school achievement

One of the student activity assessments used is an authentic assessor. Rohman, S. (2017:15) In this case the teacher must be able to know the character of students, especially the character likes to read and abilities in various things within the scope of learning. Through authentic assessment the teacher can identify every activity carried out by

students, because authentic assessment basically has a goal or purpose for child development. 2016 concerning Educational Assessment standards (Kemdikbud, 2016), which stated that the assessment of learning outcomes included an assessment of attitudes, knowledge and skills. Tahmid, S. 2017). Through the 2013 curriculum, authentic assessment is emphasized in assessing the process and student learning outcomes as a whole. Assessment is also carried out systematically and continuously in order to provide an overview of the abilities of the students being evaluated. In line with the findings of Shepherd, R., & Goggin, P. (2012), Pelettari, C. (2016). The implementation of character education for liking to read in literacy programs in schools has many benefits for students in improving various aspects of their lives. Laksono, K., & Retnaningdyah, P. (2018), Some important benefits of literacy habituation, development and learning for students include: (1) By getting used to reading and writing regularly, students will improve their reading and writing skills. This will help them understand information better, improve reading comprehension, and express their ideas effectively in writing, (2) Broader understanding and knowledge, (3) Critical thinking skills, (4) Greater communication skills well, (5) Improving imagination and creativity, (6) by implementing literacy habits, students will get long-term benefits in their personal and academic development. Maryani, N., Ichsan, M., & Khairunnisa. (2017), Safitri, F., & Yuniwati, C. (2019:23) Literacy plays an important role in improving students' intellectual, emotional and social skills, so that they are better prepared to face the challenges of a complex and ever-evolving world, increasing student motivation , Rosikum, (2018:12) through instilling character education at home and at school makes children independent and disciplined.

4   CONCLUSIONS AND SUGGESTIONS

Based on the conclusions above, the suggestions that can be conveyed by researchers so that the implementation of reading character education for students in the culture of Gadang 3 State Elementary School Malang City can be realized well if paying attention to several aspects, namely the activities of planning the development of reading character education should start from understanding by educational stakeholders on the implemented school program. The vision, mission and goals to be achieved must be understood so that the design of learning scenarios can be in accordance with the school program. Then in the implementation of character development should always instill the character of liking to read through activities carried out by students at school, spontaneous activities, and exemplary activities that are carried out every day and continuously or continuously so that habituation occurs early on in students. So that it becomes a habit and becomes a necessity in their life. Furthermore, to evaluate the results of the development of character education, it is better to carry out an authentic assessment which is carried out by evaluating the results and evaluating the process. Process assessment is carried out by assessing student attitudes, especially the attitude of liking to read. And students should use their time as well as possible to read. Then the facilities or infrastructure in the library are equipped, and the arrangement of the books is even better, especially the books are neatly arranged. The library room is made as beautiful as possible so that students are interested and not easily bored to read.

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