

The Literature Movement in the Character Forming of Students of Universitas Amal Ilmiah Yapis Wamena

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Abstract

Literacy movement in shaping the character of Yapis Wamena Scientific Amal University students. This study aims to determine the implementation of the Literacy Movement in shaping the character of the Yapis Wamena scientific charity university students. This research was conducted at Yapis Wamena Scientific Charity University. The method used in this research is a qualitative method, the research instrument uses observation, interviews with students. Observations were made by observing the condition of the scientific charity Yapis Wamena University and all research objects at UNAIM Wamena. Techniques Data analysis is done by means of data reduction, data presentation, and drawing conclusions or verification. The results of the study concluded that the implementation of the literacy movement in shaping the character of the Yapis Wamena Scientific Amal University students was that the literacy movement had not yet been seen as only a movement, it could be seen that students were not used to reading, writing on their own accord but students doing it on demand or as students. The formation of student character has not been maximized, this can be seen from students who do not have broad insight, students consider socializing only limited to the same ethnicity, so reading and writing literacy is still lacking, but the formation of student character is formed against the background of habits carried out in the family environment and community environment.

Keywords

literacy; student character;
UNAIM



I. Introduction

Literacy is the ability to read and write. The development of literacy is important to note, because literacy is the initial ability that must be possessed by every individual to live life in the future. The low literacy rate in Indonesia causes human resources to be uncompetitive as a result of weak reading culture skills. According to a survey on literacy conducted by Central Connecticut State University in 2016 in New Britain, Conn., the United States placed Indonesia in a rather worrying position, which was ranked 60th out of 61 countries.

The involvement of universities is very important to implement the literacy movement because in addition to improving the quality of learning, it can also develop student abilities, so that learning becomes more meaningful, quality and fun. According to P Wiedarti (2016:27) the literacy movement is divided into three stages, namely: Habituation, Development and Learning.

With character building that is applied systematically and continuously, a child will become emotionally intelligent. Emotional intelligence is an important provision in preparing children for the future, one's ability will more easily be successful in facing all kinds of life challenges, including challenges to succeed academically.

The literacy movement at the UNAIM YAPIS Wamena higher education institution is equipped with attitudes, character or character education that is very much needed, but the systematic character education process is very difficult, seeing UNA'IM students of various characters. Some like to get drunk, like to commit acts of violence and even fall into promiscuity. In this case, the role of the lecturer as a teacher is very much needed, especially on literacy in the formation of student character by providing knowledge of what and how to expect behavior and how lecturers can touch students' emotions and provide appropriate information about student attitudes or behavior until they settle down in life.

Research about literacy Many previous studies have also been carried out, including: Aceng Jono (2018) with the title: "The literacy movement in learning Indonesian based on local wisdom towards students with character." The results show that the literacy movement in learning Indonesian can be linked to local wisdom considering the values that apply to society are not yet fully understood by students. .

Research conducted by Albert Supriyanto and Abdul Halim (2018) with the title "Mathematical Literacy Movement for Mathematics Teachers at SDN Duri Kepa 05 Pagi to increase students' learning motivation" the results showed that it went smoothly, all participants looked enthusiastic and felt the benefits of success aimed at delivering The material by one person is also very influential on the interest of the students being taught.

Based on the above, I am interested in studying and researching "Implementation of the literacy movement in building the character of UNA'IM Yapis Wamena students"

II. Review of Literature

Kern (2000:3) describes literacy as the ability to read and write. In addition, literacy also has the same meaning as learning and understanding reading sources.

2.1 Stages of Implementing the Literacy Movement

According to P Wiedarti (2016: 27) the literacy movement is divided into three stages, namely:

a. Habituation

Habituation aims to foster interest in reading and in reading activities within the school community

b. Development

Literacy activities aim to develop the ability to understand reading and relate it to personal experience, think critically, and cultivate creative communication skills through activities responding to enrichment readings.

c. Learning

Literacy activities at the learning stage aim to develop the ability to understand texts and relate them to personal experience, critical thinking, and creative communication skills through activities responding to text enrichment reading tests and textbooks. (Rosa et al 2018:17)

2.2 Character Building Factors

According to Kartini Kartono (2001:16) character is not formed just like that, but is formed through several influencing factors, namely biological factors and environmental factors.

a. Biological factors

Biological factors are factors that come from within the person himself. This factor comes from heredity or congenital under since birth and the influence of heredity from one of the traits that one of the two has.

b. Environmental factors

In addition to heredity factors (endogenous factors) which are relatively constant in nature, looking at the educated, among others, on the environment, education, living conditions and situations and community conditions (all of which are exogenous factors) all have a major influence on character formation.

III. Research Method

3.1 Types of Research

This type of research is qualitative research. The use of qualitative methods by the author. Based on the framework of the philosophical concept of postpositivism. It is used to examine the condition of natural objects where the researcher is the key instrument. Sugiono, (2008:3).

3.2 Data Source

Sources of information are people who provide information or responses to what is requested or what is determined by the researcher. In this study, the sample data source that the author uses is purposive sampling where the author deliberately determines the informant as the source of the required information (meow, 2006).

The selected informants were students who knew about the literacy movement in shaping the character of the Yapis Wamena Amal Scientific University students, each student representing 1 study program. So there are 8 informants from 8 study programs.

3.3 Research Instruments

In the implementation of qualitative research data collection, the main instrument is the researcher himself. To obtain data that is relevant to the problem under study, the authors use several instruments that are considered appropriate or appropriate to use at the time of the study, namely observation, interviews (interviews) and documentation.

a. Observation guide (observation)

The type of observation carried out in this study was participant observation. Sugiono (2000:37). Observation is used in order to collect data in a study by direct observation, namely observations are carried out without intermediaries.

b. Interview guidelines

The author uses this interview guide as a guide in interviewing several informants.

c. Documentation Notes

Documentation is carried out to obtain data or variables in the form of notes, transcripts, books, newspapers, magazines, meeting minutes agendas and so on the author means here are all administrative documents as a source of data that can support the validity obtained from the Yapis Wamena Scientific Amal University.

3.4 Data Collection Technique

There are two types of data sources needed to complete this research, namely primary and secondary data sources. Primary data was obtained from information from UNAIM student Yapis Wamena. Meanwhile, secondary data was obtained from written documents at UNAIM Yapis Wamena. Furthermore, to complete the acquisition of

accurate and complete data, the authors carry out several data collection techniques, namely:

a. Observation (Observation)

Observation is to make observations directly to the object of research to see closely the activities carried out. If the object of research is human behavior and actions and natural phenomena (events in the natural surroundings). The work process and the use of small respondents. Ridwan, (2008: 76).

b. Interview

The interview conducted by the researcher was a free interview, in this interview there was a free question and answer session between the interviewer and the informant, but the interviewer used the research objective as a guide. The good thing about this interview is that the informant was not fully aware that he was being interviewed. Ridwan, (2008: 74).

c. Documentation

Documentation is to obtain data directly from the research site.

3.5 Data Analysis Techniques

a. Data Reduction

b. Data Presentation

c. Withdrawal of Conclusions or Verification

IV. Results and Discussion

4.1 Results

a. Literacy Movement with Indicators:

1. Habituation indicators

There are informants who never go to the library, because they think someone can enter the library because they have a library card, and informants are also not interested in going to the library because they lack interest. This means that the informant has no interest in developing themselves through literacy

There are still informants who do not have a collection of books, because with a collection of books someone can read anytime and anywhere. So it can be said that the informants have not realized the importance of collecting books at home.

The informants still do not understand literacy, even though literacy on campus has involved alumni, namely, by donating books, donating theses to UNA'IM YAPIS Wamena.

2. Development indicators

Informants respond to reading because they want to understand the contents of the reading and look for assignments given by the lecturer, but there are still informants who do not have a collection of books, because with a collection of books someone can read anytime and anywhere. So it can be said that the informants have not realized the importance of collecting books at home.

3. Learning indicators

In the lecture process, there are still some informants who are not focused so that what the lecturers convey is not understood by the informants. So that there are still informants who cannot conclude the course at the end of the lecture

b. Character Variables Include Indicators

a. Biological indicators

Informants were able to do their assignments because they considered that it was their own responsibility. Then there are informants who are easy to get along with other people, some are not easy to get along with other people, this is due to a lack of mentality so they think that associating is only with the same ethnic group.

b. Environmental factor indicator

There are still many informants who rarely follow the rules of the environment because they think that there are too many rules in the community, but in social activities such as flood prevention, helping other people who have difficulty informants participate in helping.

4.2 Discussion

a. Literacy Variable

1. Habituation Indicator

From the results of the discussion of the indicators of habituation that have not gone well, this can be seen from the interviews of informants, they are still not reading every day. Informants are not used to reading every day informants read because of the demands of learning or assignments given by the lecturer. So that when reading or writing all informants do not record the title of the book, the author of the book in the book he reads in the diary, the informant considers it unimportant. Whereas at UNAIM, it provides library facilities where you can find book references, or read and write. According to the Ministry of Education and Culture (2015:16) explains that literacy facilities include school libraries, classroom reading corners and reading areas. However, UNAIM Wamena students are not interested in developing literacy by reading and writing in the library.

2. Development indicators

From the results of the discussion on development indicators, it has not produced satisfactory results, only because the implementation in responding is only limited to the Movement. This can be seen from the answers of the informants only responding because they want to understand the contents of the reading without doing anything on the information they know

According to (Naibaho 201), a person is said to be literate if he can understand something because he reads the right information and does something based on his understanding of the contents of the reading.

The activity of understanding the contents of the reading and then rewriting is one of the activities that often appears so that it allows students to think critically. Priyatni (2010: 27) states that critical thinking is a thinking culture that allows a person to think divergently, develop problem-solving skills and thinking skills through questions related to: relationships cause and effect, perspective or point of view, evidence, possibility and debate.

3. Learning indicators

From the results on the learning indicators has started going well, this can be seen from the answers of the informants who focus on each subject during the learning process. Informants also respond if there are questions asked, then write down the information that is considered important.

This is in accordance with (Kemendikbud 2017) the main purpose of using literacy strategies in learning is to build students' understanding, writing skills, and overall skills. These three things will lead to character building, skills and higher order thinking.

The characteristics of learning that apply literacy strategies that can develop metacognitive abilities are: (1) Monitoring text comprehension, (2) Using various modes during learning, (3) Clear and explicit instructions, (4) Utilization of tools such as graphics and checklists, (5) Response to various types of questions, (6) Creating questions (7) Analysis, synthesis, and evaluation of texts (summarizing).

b. Character Building Variables

1. Biological Factor Indicator

From the results of the discussion of indicators of biological factors going well, this can be seen from the answers of the informants not depending on other people in the form of tasks given and easy to get along with other people wherever they are. The formation of biological character is formed in accordance with one's own abilities.

Ryab & Lickona as closed by Sri Lestari said that the basic value of being in character building is respect for oneself, others, all forms of life and the environment that maintains them.

2. Environmental Factor Indicator

From the results of the discussion of environmental factor indicators going well, this can be seen from the answers of the informants who have followed the rules that apply wherever they are. This is formed from coaching in the family environment and community environment, and the habit of following the rules both in the family environment and in the community. The formation of coaching and habits shows that it is very influential in one's life.

So the more information received and the more mature the belief system and mindset that is formed, the clearer the actions, habits, and unique character of each individual. Environmental factors are factors in shaping one's personality, both the family environment, campus environment and community environment.

V. Conclusion

1. The implementation of the literacy movement in shaping the character of the Yapis Wamena Scientific Amal University students is that the literacy movement has not been seen to be only a movement, it can be seen that students are not used to reading, writing on their own accord, but students do it on demand or as students.
2. The formation of student character has not been maximized, this can be seen from students who do not have broad insight, students consider socializing only limited to the same ethnicity, so reading and writing literacy is still lacking, but the formation of student character is formed against the background of habits carried out in the family environment and community environment.

Suggestion

Based on the findings in this study, the researcher can convey several suggestions, namely:

1. Encouraging and motivating the literacy movement for students
2. Lecturers should instill character values through learning
3. More streamline the formation of student character through the literacy movement.

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