

IMPLEMENTATION OF CHILDREN'S READING IN STRENGTHENING P5 STUDENT CHARACTER ELEMENTARY SCHOOL

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Abstract. Reading children become a medium of learning especially Indonesian. Through reading children not only read but also think critically to understand reading. Research objectives describe the implementation of reading children to strengthen P5 students' character in school. Research This includes type qualitative descriptive. The subject is student school Fur base 03 Madiun with a total of 15 and one of the teachers is class 4. Place research in school Bulu 03 Madiun base. Data collection techniques are carried out using observation and documents. Observation data is in the form of activities students are learning, while documents are taken from results projects and product students. The procedure study starts with data collection, reduction, data presentation, and conclusion. Analysis is done with planning, implementation, and evaluation. Research results show the implementation of reading children in strengthening P5 character done with 6-dimensional activities each dimension produces among them dimensions First activity is praying, memorizing text prayer, helping friends, do the ceremony. While dimensions second do the task in a way independent, dimension third discussion, dimensions four analysis of culture area and its preservation. Dimensions fifth and sixth are the analysis of text and creating a portfolio. Learning outcomes in class show teachers are capable make P5-based teaching modules and implementing them in class with habituation tell a story before starting the lesson.

Keywords: children 's reading, character, strengthening the profile of Pancasila students.

INTRODUCTION

Professionalism for teachers is a demand in work, but not only professionalism in learning. Because professionalism in learning only contributes concepts and materials to students, it only emphasizes intellectual development, without paying attention to personality values. In other words, aspects of students, especially moral virtues, receive less attention. So far, the biggest concern in the world of education is violence committed by children. The results of the survey note annual National Commission Woman state that the most frequent violence is violence sexual among them violent child as many as 3528 cases is violence physical (Catahu, 2023). The data just the results that have been revealed, can So amount indeed more Lots good than already or Not yet revealed. This is to signify that character becomes role important in the world of education as a fortress from every action of violence. Naim (2012) stated that there are so many problems that reflect the weakness of positive character in the world of education. We can see this in the cases of student brawls that are getting more and more terrible, corruption among educational bureaucrats, the increasing number of teachers who can no longer be role models, and the widespread demoralization of students. Zubaedi (2011) said that character education is integrated into learning, carried out by introducing values, facilitating the acquisition of awareness of the importance of values, and internalizing values into the behavior of students every day through the learning process, both inside and outside the classroom in all subjects. There is a lot of criticism directed at teachers in dealing with students,

especially in the field of character and moral values. Character education has been instilled since early childhood so that teachers find it easier to instill good habits in everyday life while preparing the younger generation for the sustainability of a better society and nation in the future.

Character education is not just teaching students with verses, arguments, or theories of goodness. Teachers at the end of the implementation of learning activities must be able to apply and provide examples in every behavior. In this case, teachers must act as models for students who are always emulated and imitated, not just traditional learning methods that tend to be monotonous and assume all students are the same so that their activities are dominated by teachers. The main problem in learning in formal education today is the low absorption of students. This can be seen from the average learning outcomes of students which are always very concerning. The objectives of national education are very complete if examined one by one. However, the most important objective refers to the term character that must be achieved. According to the Ministry of National Education, Research and Development, (2010) states that character is the nature, nature, morals or personality of a person formed from the results of internalizing various policies (virtues) that are believed and used as a basis for perspective, thinking, behaving, and acting.

According to Zubaedi (2011), there are many ways to integrate character values into subjects, including, expressing the values contained in each subject, integrating character values directly into subjects, using metaphors and making comparisons with similar events in students' lives, changing negative things into positive things, expressing values through discussion and brainstorming, using stories to find values, telling life stories of great people, using songs and music to integrate values, using drama to depict events containing values, using various activities such as charity activities, social visits, field trips/outbound, and activity clubs to bring out humanitarian values. One implementation is done by using children's reading as a medium for the Pancasila student profile strengthening project better known as P5. The Pancasila student profile is learning that contains Pancasila values. The profile of Pancasila students is one of the efforts to improve the quality of education that prioritizes character building (M. Fauzi, Rini, 2023). The profile of Pancasila students has 6 dimensions, namely faith and devotion to God Almighty, global diversity, mutual cooperation, independence, creativity, and critical thinking. Wibiyanto (2021) explains the supporting factors for the formation of the Pancasila student profile including disposition, personality, family, teachers, and environment. Meanwhile, the inhibiting factors are lack of understanding, lack of study time, and lack of student interest. One of the efforts in implementing P5 is carried out in learning at school through learning activities by implementing reading activities with various readings.

Attention and awareness of the importance of the role of children's reading in making the nation's life smarter has recently increased. This is not only marked by the establishment of children's reading parks or groups of children's reading lovers in various places but also the availability of increasingly diverse choices of children's reading with increasingly attractive packaging. In addition to being presented through print media, such as books, magazines, and children's pages of weekly newspapers, in further developments it can also be enjoyed in multimedia form (a combination of text, images, animation, and sound in one package) which can be easily accessed on the internet, even various package books are presented in the form of BSE. However, it is undeniable that children's reading in Indonesia is still dominated by translated works of foreign authors that are not necessarily in accordance with the cultural roots of the Indonesian nation. In addition still often found in children's reading that contains less good, which emphasizes negative aspects also presents images that are not appropriate for children to see. This will of course affect the formation of self-identity and the development of children's personalities, especially in the development of Indonesian language and literature.

Based on this reality, it is necessary to utilize children's reading as a means of fostering and developing Indonesian language and literature through a project to strengthen the profile of Pancasila students. Children's reading used must of course have been filtered and in accordance with the characteristics of the child. Cahyani and Hodijah (2007) stated that reading is a process carried out and used by readers to obtain messages, which are to be conveyed through the media of words/written language. By developing the habit of reading to children reading, it can indirectly increase knowledge and language skills and appreciation of Indonesian literature in children, as well as increase intercultural understanding (*understanding of culture*) which in turn will form awareness (*sense of belonging*) in the bonds (culture) of Indonesia. The purpose of this study is to

describe the implementation of children's reading to improve the character of P5 in elementary schools.

RESEARCH METHOD

Study This includes a qualitative descriptive study about the use of reading children as a medium for the development of Indonesian to increase the character profile of Pancasila students. Data used is reading students who load character and suitability, character child. Subject study student grade 4 school Feather base 03 with a total of 15 students. Research done at school Feather base 03 Pilangkenceng Madiun which is on the road translucent Bojonegoro. Election place based on the lack of reading children and their lack of use of Indonesian in communication. Data collection techniques are carried out with observation attitude daily life students and tests content and meaning reading. Instruments use sheet observation and documents. Observed indicators in sheet observation consist of P5 activities including appropriate P5 activities with selected reading children through the Let's read application. The procedure study was done with stages of planning, implementation, and evaluation.

CONCLUSION

Education must be able to change and develop towards improvement. Because education that is able to support future development is education that is able to develop the potential of students, so that they are able to face and solve the problems or problems of life they face. Through language learning, an attitude of pride in using Indonesian is fostered so that appreciation grows for the importance of the values contained in Indonesian. (Muslich, 2011) . Through children's reading, various information on knowledge, technology, culture, history, and literary works that reflect the diversity of Indonesian culture can be presented. In addition, the values of life contained in children's reading are useful for the development of children's self-identity. Children's reading usually contains story information or reading texts that are easy to imagine. Children's reading does not only contain children 's fairy tales but also the lives of adults, animals, plants, or other living things. Even children's reading in the form of fairy tales often becomes an interesting and amazing story, even though the story makes sense or not. In children's reading, the variety of language used is usually also a variety of children's language, with diction, reasoning, and language structure that are still simple and adjusted to the child's level of understanding. The sentences used are straightforward, not long-winded, although they do not always have to use single sentences.

Use reading children in grade 4 are doing with use text stories taken from magazines, books, and ebooks like the application Let's Read. Activities are done in the morning day as habit literacy. This is done to stimulate return literacy that has not existed for a long time done when there is a covid pandemic. Activities planning is done by preparing readings taken from text from books, newspapers, or a characteristic magazine in accordance age child. This is done because at school No owns a complete library and a room that is not available. An indicator that appears as follows.

Table. 1. Indicator result

p5 dimensions	Indicators that appear	Implementation in reading
Have faith, be devoted to God Almighty, and have a noble character	caring for the surrounding environment. A sense of love, care, respect, and self-esteem pray before and after class carry out religious activities	Expository text Memorization text prayer
Independent	Do tasks in a way independent	Answer questions in the form of a main idea in the text

Working together	Discussion	Create a group bulletin board about activities in school
Global Diversity	Analysis of culture area and preserve	describe the culture in Madiun
Reasoning critical	Analyze text	Read critical text
Creative	Make portfolio	A collection of poetry, short stories, and rhymes

Based on the indicators that appear in implementation reading children can outline that dimensions believe, be pious to God Almighty the indicators that nurse environment with use reading or text exposition about environmental education Issues alive. This is in line with the opinion Ardiasri (2017) explains that the collection of texts exposition based on the issue of environmental life can become material reading for Reading Practice think critically. Material with a theme environment can become one of the strategies to integrate environmental education that can form good behavior in life Tulalessy (2016). Activities that become habited are praying before and after learning, but in activities carried out at school Basic Feather 3 activities praying is also done moment do prayer congregation during the day day. For students who have not memorized prayer given text containing memorization prayer and reading finished prayer. One of the implementation characteristics of a country that has become a habit every Monday is the ceremony flag with officers from student grades 4 to 6. In line with Nursalam and Suardi (2022), the activity ceremony every Monday is an obligation state.

Dimensions second independent applied with use text reading in the form of an LKPD containing 5 paragraphs, each paragraph looks for the main idea and sentence explanation with make map concept. So that students are capable of understanding the information in the text. Implementation of tasks in an way independent practices discipline and awareness of students to do duties, and sense of responsibility answer to tasks individually. This is in line with Fauzi's opinion (2023) explains the needed awareness of self in a situation and the ability to create regulation of self.

Dimensions Thirdly cooperation is carried out to form a group small for making a bulletin board. Activities discussion started with a determination theme, collection of tools and materials until became ready to display products posted on the board place of the bulletin board. Mutual cooperation is also implemented in outdoor activities like clean class. According to the rhythm of mutual cooperation in harmony, the goal of citizenship education is to become good and responsible citizens.

Global diversity as the fourth dimension is implemented through cultural introduction activities in the student environment. One of the cultures in Madiun is the *dongkre* dance, food, and several historical sites. In Bulu 03 Elementary School, there is a clean village culture that is developing in the village but is still limited to being carried out by the surrounding community, so it is necessary to implement culture through activities to preserve clean villages by describing clean village events in text form.

Reasoning critical is implemented through activity breakdown problems, where the teacher gives reading about problems that occur through news or information text. Students read in a way critical and analytical information in the text as well as write responses based on text. Nursalam and Suardi (2022) explain strengthening character reason critical for obtaining information, analyzing and reflecting as well, and making decisions. Dimension to six things to do is creative. Implementation in activities at the school base that is making portfolio activities that have been done by students. Work results student including a collection of poems themed environment, rhymes, and short stories about experienced students who are loaded in portfolios.

Activities carried out in class with activity Study teach outlined in stages as following.

1. Planning Implementation Children's reading to strengthen character
 Stage planning is done by designing teaching modules used in learning in class. In addition, at this stage planning also makes sheet observations and tests used to see the activity student before and when learning. Observation sheet containing activity read routinely carried out by

students. Limited books in the library in the school base No make teachers lack material reading. One of the how to do it is for students trained to use the Let's Read application and choose One reading every day to tell in front class and understand the message and mandate in the text he read. This is an aim to form character students from messages and morals in text. Because the moral value of the story own strength To inspire and shape moral values (Rohmiyati, Y. 2023).

2. Implementation

Stage implementation is done in accordance with teaching modules that have been planned. Activities begin with telling a story Then to be continued activities like normal start greetings, praying, checking students, apperception, motivation, goals learning, and giving questions the difference is that in the core activities, the teacher uses the environment around for material learning, start to observe the environment around, writing in text. Student writing results are grouped based on favorites, students who like poetry can write beautiful natural form poetry. Students who like rhymes can write rhymes, while students who like a story can write a story.

3. Evaluation

Evaluation results during the learning process show students are active in following activities, especially the moment students tell a story about reading that has been done at home. Even though needs time more than 10 minutes however activity learning in progress is fun and smooth. Students who are less understand reading assisted by his friend. If we look closely, children's reading in Let's Read is packaged with an attractive cover equipped with colorful and attractive illustrations or photos which are the initial capital to attract children's interest in reading. In addition, language is one component that is no less important in children's reading. The variety of language in children's reading will greatly influence whether the language is easy enough or difficult for children to understand so that children will stop just by opening the reading or be stimulated and interested in reading further.

Through children's reading, values can be instilled from an early age starting from examples of habits, behavior, customs, and conventions that apply in society, which also means that there has been an inheritance of values so that the existence of a society can be maintained. So that children avoid bad attitudes that imitate idol figures. In Indonesian language textbooks, the texts used in reading contain more literary elements than learning. For example, short stories, poetry, prose, and fairy tales. Stories that are full of moral messages through the characters shown have unconsciously encouraged or taught children the importance of sharing attention and affection for others, the spirit to continue learning and progressing tirelessly, healthy competition, friendship, controlling various emotions, and others. From the simple example above, concretely through children's reading, children have been introduced to various forms of writing and various patterns and models of writing, all of which will greatly influence a child's language development while honing and stimulating children's creativity. Creative teachers will choose and select children's reading to develop their language skills both orally and in writing. which is conveyed through the reading. Thus, children's reading is useful in supporting the competencies of reading, writing, listening, paying attention, speaking, narrating, observing, imagining, and experiencing.

Through character education, children will grow into good individuals have a commitment to do the best things and do everything right, and tend to have a purpose in life. So character education is instilled by teachers from an early age or is said to be the stage of character formation until old age or the stage of wisdom. Installation character in strengthen profile Pancasila students is one of them through Indonesian language lessons based on text. This is due to Because Indonesian eye lessons taught start school base at a time when the language used communication every day with various function. This part consists of two (2) sub-parts: the conclusion of the article and suggestions or

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