

The Role of the School Literacy Movement in Shaping Creative and Responsible Student Character in Pancasila Education Lessons at SMPN 1 Ciawigebang

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ABSTRACT

Literacy mastery is an important foundation for developing superior, creative, and responsible human resources. However, various results from international and national studies indicate that literacy skills of students in Indonesia still face challenges, both in terms of reading interest, critical understanding, and character development. This research aims to analyze the planning, implementation, and success rate of the literacy movement in shaping creative and responsible student character in Pancasila Education subjects at SMP Negeri 1 Ciawigebang. This research uses a mixed methods approach with a sequential exploratory strategy, employing observation, interviews, documentation, and questionnaires. The results of the qualitative analysis research indicate that the school literacy movement plan has been implemented systematically and integrated with Pancasila Education, involving all school stakeholders. The implementation of school literacy movements through the stages of habituation, development, and learning is able to encourage active student involvement, enhance creativity, and foster a sense of responsibility. The success rate of the school literacy movement is not only measured by the final results, but also by the learning process experienced by students. Quantitative analysis reveals a strong and significant relationship between the school literacy movement and the development of students' creative and responsible character. Thus, the role of the school literacy movement, consistently integrated into Pancasila Education learning, is proven effective in shaping students' creative and responsible character, in line with the Pancasila Student Profile.

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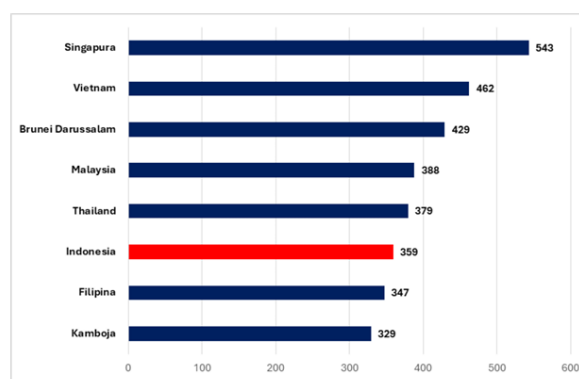
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1. INTRODUCTION

Literacy mastery contributes significantly to the development of superior and internationally competitive human resources. To participate effectively in an ever-changing society, one must have the ability to read, understand, and apply information critically and analytically (Bibri, 2018). Unfortunately, literacy conditions in Indonesia still face various challenges that require serious attention (Nasrullah & Asmarini, 2024).

The role of literacy in improving the quality of human resources in Indonesia is very important. However, compared to neighboring countries, the literacy rate in Indonesia can still be considered low. Indonesia ranks sixth in Southeast Asia based on the results of the 2022 Program for International Student Assessment (PISA). From various international research, such as PISA and PIRLS, it has been revealed that the reading and literacy skills of the Indonesian population still need improvement. This is also evident from the Reading Literacy Activity Index (Alibaca) released by the Ministry of Education, Culture, Research, and Technology. The index shows that the interest and reading culture of Indonesian society have tended to stagnate in recent years (Kemendikbud, 2019). This finding is supported by the results of the OECD's PISA 2022, which placed Indonesia sixth in Southeast Asia in terms of literacy skills.



Sumber: OECD (2023)

Figure 1. International PISA and PIRLS surveys show Indonesia ranked sixth in literacy skills (OECD, 2023).

Based on Figure 1.1, the average reading skills score of students in Indonesia in PISA 2022 reached 359 points, which is still lower than several ASEAN countries, such as Singapore, which achieved the highest score of 543 points, Vietnam, 462 points, Malaysia, 388 points, and Brunei Darussalam, 379 points. Thailand was slightly superior to Indonesia with 379 points, while Indonesia was still above the Philippines and Cambodia, which each scored 347 points and 329 points, respectively. The PISA 2022 study was conducted randomly in 81 countries and measured literacy skills as one of the indicators of the quality of education systems (Nasrullah & Asmarini, 2024).

This data shows that Indonesia needs to increase efforts to improve literacy, particularly among students, to match or surpass the achievements of neighboring countries in Southeast Asia. This condition presents a significant challenge that requires targeted education strategies and policies. Furthermore, data on Indonesia's Literacy Rate for 2025, broken down by province, is also available.

According to the latest data from The Global Statistics, which references the Central Bureau of Statistics (BPS), Indonesia's national literacy rate in 2025 will reach 96.67%. Out of a total population of 281.56 million people, approximately 272.15 million are literate, while 3.33% or about 9.41 million people are still illiterate (Gemapos.id, 2025). Although most regions, particularly Java, have nearly achieved universal literacy, challenges such as low reading interest and the digital divide persist. In West Java, for example, the literacy rate reaches 98.5%, but a survey by the Ministry of Education, Culture, Research, and Technology shows that the average resident only reads 2-3 books per year, far below the UNESCO recommendation. Internet access for learning is also still uneven between urban areas (85%) and rural areas (45%).

In Kuningan Regency, the community literacy development index (iplm) shows a figure of 70.85, and the reading interest rate is 79.83. (BPS West Java, 2023-2024). To promote literacy, the Kuningan

Education, Youth, and Sports Agency is implementing the School Literacy Movement (GLS) program, including the "Reading Ambassador Enters School" activity at SMPN 1 Kuningan. This activity involves 500 students for literacy socialization and 70 students in short story writing workshops, guiding students in developing ideas, plotlines, and characters. This program aims to foster reading interest, creativity, and positive character in the younger generation (Kemendikbud, 2019).

Besides literacy, innovative character development and a sense of responsibility are crucial factors in developing human resources that can overcome the challenges of the times. However, data shows there are still gaps, such as low formal education in the creative sector and a lack of institutions that systematically cultivate creative character (bphn.go.id). Research at SMP Negeri 18 Surakarta also shows obstacles in strengthening students' character of responsibility, such as lack of motivation, environmental influence, and limited facilities (Widiastuti et al., 2025)

Literacy can be improved through access to reading materials and a culture of reading, creative character through innovative curricula, and responsibility through character education that involves families and communities. Education serves as a means to perfectly develop students' potential, both academically and in character building, so that they become individuals who are moral, disciplined, and knowledgeable (Rahayu et al., 2025)

The School Literacy Movement, regulated by the Minister of Education and Culture Regulation No. 23 of 2015, is one of the strategic efforts. Activities such as reading for 15 minutes before the learning process contribute to the formation of a disciplined, creative, honest character, as well as curiosity (Wiedarti & Laksono, 2018). GLS also supports the enhancement of 21st-century skills, namely (4C), and instills Pancasila values such as creativity, responsibility, religiosity, nationalism, and cooperation (Riayanti, 2024; Nur et al., 2018).

At SMP Negeri 1 Ciawigebang, integrating GLS with Pancasila Education helps shape students who are academically intelligent, creative, and responsible. Literacy not only focuses on reading and writing training, but also encourages the development of critical and innovative thinking, as well as a sense of responsibility. Literacy activities, such as reading, discussing, and writing, support students in understanding the consequences of their actions and building their character holistically (Sridiyatmiko, 2021; Dewi, 2018). Initial observations indicate that 65% of students are less active in developing creativity, and 70% consistently demonstrate a sense of responsibility. This emphasizes the importance of integrating GLS as an approach to developing innovative and responsible character in accordance with the principles of Pancasila, as well as preparing a superior generation with character ready to face challenges on a global scale (Kurniawan et al., 2025). Therefore, this study aims to analyze the extent to which the literacy movement contributes to shaping creative and responsible student character in Pancasila Education subjects at SMP Negeri 1 Ciawigebang, both in terms of planning, implementation, and success rate.

2. METHODS

This research uses a mixed methods approach with a sequential exploratory strategy, which is a mixed methods research design that places more emphasis on qualitative data (Creswell, 2019). The sequential exploratory strategy is carried out by analyzing qualitative data in the first stage, followed by analyzing quantitative data in the second stage, which is built upon the results of the previous qualitative data. Although both types of data are obtained separately, they are interconnected and complementary. The population primarily focuses on 339 ninth-grade students taking Pancasila Education. Supporting populations include Pancasila Education teachers, the school principal, and literacy mentors. Samples were taken from 9th-grade students, representatively using random sampling to save time, cost, and maintain data validity. Based on calculations, the sample size was 183 students, randomly selected from all 9th-grade classes. Data collection techniques used observation, interviews, documentation, and questionnaires. As for qualitative data analysis, it includes data reduction, data presentation, and decision-making. Meanwhile, quantitative analysis uses validity tests, reliability tests, descriptive statistics, normality tests, linearity tests, correlation tests, and hypothesis tests.

3. FINDINGS AND DISCUSSION

This research will explain the findings and discussion regarding the role of the school literacy movement in shaping creative and responsible student character in Pancasila Education subjects at SMPN 1 Ciawigebang. This will begin by finding out how the planning, implementation, and success rate of the literacy movement are in shaping creative and responsible student character in Pancasila Education subjects.

3.1. Planning for a Literacy Movement in Shaping Creative and Responsible Student Character in Pancasila Education Lessons

Results of interviews and documentation conducted by the researcher with informants, the researcher needs to understand the planning of school literacy movements that not only build a culture of reading and writing but can also shape students' character. Therefore, planning can proceed if the main goals of the literacy movement to be achieved are in line with program development, resource provision, facilities and infrastructure, the integration of literacy in Pancasila Education learning, and the scheduling of literacy activities.

The purpose of the literacy movement, in this case, the researcher conducted interviews with the principal, Mr. S, regarding the main goals to be achieved through the literacy movement at the school. He stated that: This literacy movement is a joint effort in schools, focusing on how our children become literate in everything, not just reading and writing. That's why the literacy movement at SMP Negeri 1 Ciawigebang is seen as a movement on how children can express themselves in understanding everything that will happen and before it happens, and how it can shape students' characters.

Presented by Mr. T, the school literacy movement advisor, regarding the main goals of the literacy movement: The main goal of this literacy movement is to provide a platform for students' talents and interests, so that children can be creative and channel their talents and interests in the fields they are passionate about. Literacy here is not just about reading and writing, but is developed further to include other things, including shaping students' character.

Next, in the process of formulating literacy movement goals based on interviews with the school principal, it was stated that: Actually, all stakeholders are involved. We formed a team, and there was socialization about the goals and other things, including the time and the GLS team, which executed the formulation of the goals for this activity. This was further reinforced by Mr. T, the literacy advisor at SMPN 1 Ciawigebang, who stated: For the formulation of this activity, of course, everyone in this school, from the principal, teachers, and of course, myself as the coordinator of this event, was involved.

The school's strategy, designed to improve students' literacy skills, based on interviews with Mr. T, is as follows: To improve their literacy skills, we hold silent reading events during literacy activities. It used to be 10 minutes, but now it's been revised to 5 minutes because the available duration is very limited at 45 minutes. Although it was brief, the important thing is that the children had reading literacy activities and were then able to summarize the results of what they had read. As for the implementation of this literacy program, does it help shape the students' character? It very much shapes the students' character, starting with discipline, responsibility, creativity, and so on.

Human resource provision is an important component in the planning stage of the literacy movement. With excellent human resources, the school literacy movement will run smoothly, including: first, the principal acts as an educator, manager, administrator, supervisor, leader, and motivator. Second, teachers are not only teachers in the classroom, but also mentors, guides, and role models for students, as teachers have a great responsibility to shape character, develop potential, and inspire their students. And finally, the literacy movement team acts as the driving force, responsible for designing, implementing, and monitoring everything from socialization to coordinating with various parties. As for the resources provided to support the planning of this school literacy movement, as stated by Mr. S, the principal of SMPN 1 Ciawigebang, he explained: The first resource is the people themselves, such as myself as the principal, teachers, and literacy movement facilitators, as well as related literacy facilities and infrastructure like the library. Alhamdulillah, the library at this school is already quite adequate. Next, the literacy advisor, Mr. T, also stated: The resources that need to be

provided are human resources, facilities, and infrastructure, such as libraries, bulletin boards for displaying student work, and reading corners in each class. What has not yet been realized is the outdoor reading area. Here are the results of the documentation of the library, reading corner in the classroom, and bulletin board at SMPN 1 Ciawigebang:



Figure 2. Library (Source: photographed by the researcher, 2025)

The image depicts a library space utilized as a facility for providing and managing information resources. Inside the room, there are wooden bookshelves arranged systematically, containing a diverse collection of library materials, especially textbooks and reference books. At the front of the room, there is a wooden table that serves as a service counter or workspace for library staff. Organized shelf arrangement reflects a collection management system aimed at making it easier for users to find the reading materials they need. In terms of physical condition, the library looks neat and well-maintained, with ceramic floors, brightly colored walls, and good lighting from both lamps and natural light. This environment supports the creation of a comfortable atmosphere for reading and learning activities. In general, this image depicts the library as a supporting tool for the educational process, providing a conducive learning space for enhancing knowledge and literacy.

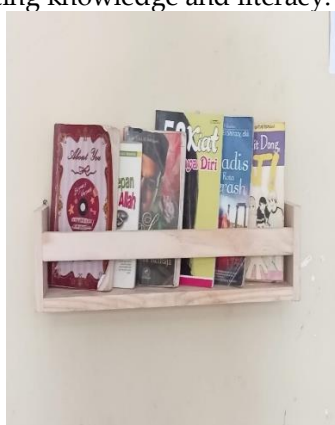


Figure 3. Reading Corner in the Classroom (Source: photographed by the researcher, 2025)

The image shows the presence of a reading corner inside the classroom, which is utilized as a supporting facility for literacy activities. The reading corner consists of bookshelves installed on the classroom wall and contains various reading materials, such as storybooks, self-help books, and readings relevant to learning. The arrangement of the books appears well-organized and easily accessible to students, thus encouraging independence in selecting and using reading materials. The presence of reading corners in classrooms reflects an effort to create a more interactive and literate learning environment. In general, this reading corner serves as a supporting tool for the learning

process, aiming to increase reading interest, broaden knowledge, and cultivate a culture of literacy among students.

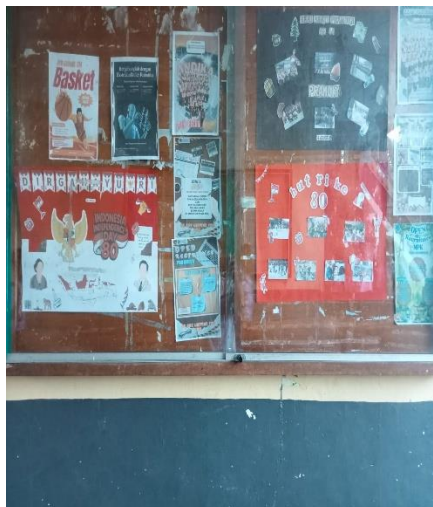


Figure 4. Bulletin Board (Source: photographed by the researcher, 2025)

The image serves as a medium for information and communication within the school environment. This bulletin board contains various visual information, such as activity announcements, short articles, educational posters, and documentation of school activities presented in the form of images and text. The content presented on the bulletin board appears diverse and thematic, with the use of colors, illustrations, and layouts that capture the reader's attention. This indicates that the bulletin board serves not only as a means of conveying information but also as a medium for developing students' creativity. Overall, the bulletin board serves as a platform for expression, information, and education, supporting the non-formal learning process and encouraging active participation from school members in sharing ideas and thoughts.

Literacy integration in learning, especially in Pancasila Education, the researcher conducted interviews with the 9th-grade Pancasila Education teacher, Mrs. E, who stated: Namely, by combining reading, writing, and critical thinking skills related to Pancasila values, then using an interdisciplinary approach, both in the form of interactive activities such as discussions that can shape Pancasila student character thru understanding the material, and for individual assignments, I use LKPD (Student Worksheet).

Based on the observations made by the researcher on November 20-21, 2025, from the perspective of planning and implementation, it is considered good. Both are done consistently, especially when students actively and enthusiastically participate in literacy activities integrated into the subject. First, students are asked to read the material that will be discussed today, and then understand it. If there's anything the student doesn't understand, they ask their teacher or discuss it with other students so they can also participate. From the provision of resources, facilities, and infrastructure, everything is considered good, and everyone is involved in the preparation of these activities. Reading corners are available in classrooms, libraries, and bulletin boards where student work is displayed, and even literacy trees in every classroom.

Based on the observations, interviews, and documentation conducted by the researcher, it can be concluded that the planning for the School Literacy Movement (GLS) at SMPN 1 Ciawigebang has been running well and consistently, particularly in supporting Pancasila Education learning in class IX. Literacy implementation not only focuses on reading and writing skills, but is also aimed at shaping students' creative and responsible characters.

Literacy movement planning is carried out through several steps, namely: formulating goals, developing programs, procuring human resources and infrastructure, and creating a schedule of activities. All stakeholders, from the principal and teachers to the GLS team, are actively involved in the planning process. Both the principal and the literacy advisor emphasized that the main goals of

GLS are to accommodate students' interests and talents, develop creativity, and strengthen positive character.

The strategies implemented by the school include silent reading activities, summary writing, and the provision of various literacy facilities such as libraries, bulletin boards, and reading corners in every classroom. The availability of competent human resources and adequate infrastructure supports the smooth running of the program. Literacy integration in Pancasila Education learning is carried out through reading, writing, discussion, and the use of student worksheets to foster critical thinking skills and strengthen Pancasila values. The observation results show that students were actively engaged, enthusiastic, and demonstrated character development such as discipline, responsibility, and creativity. Overall, the School Literacy Movement has proven to play an important role in shaping creative and responsible student characters through careful planning, consistent implementation, and a conducive literacy environment in schools.

Based on the results of interviews, observations, and documentation, the planning for the School Literacy Movement at SMPN 1 Ciawigebang is carried out systematically and involves all school stakeholders, including the principal, teachers, and the GLS team. Literacy planning not only emphasizes reading and writing skills but is also directed toward shaping students' character, particularly creative and responsible character.

The main goals of School Literacy, as stated by the principal (Mr. S) and the literacy coordinator (Mr. T), are to build comprehensive literacy awareness, enable students to express themselves, develop their talents and interests, and cultivate positive character. This aligns with character education theory, which states that character education is effective when integrated with relevant daily activities and provides opportunities for students to express themselves and internalize moral values (Lickona, 1991). Previous research confirms that planned and directed literacy goals not only improve students' literacy skills but also contribute to character development, creativity, and a sense of responsibility in completing tasks and problem-solving (Rahmawati, 2018).

Developing a literacy program involves socializing goals, forming implementation teams, and coordinating among stakeholders. The strategies implemented, such as silent reading, summarizing, and the use of student worksheets, aim to cultivate reading interest while simultaneously developing critical thinking skills. The silent reading duration, changed from 10 minutes to 5 minutes, demonstrates the school's flexibility in adapting literacy activities to time constraints. The School Literacy Movement must have clear, structured, and sustainable planning to effectively cultivate a culture of literacy (Kemendikbud, 2019). This is supported research, which states that diverse and integrated literacy strategies can improve literacy skills while fostering students' creativity (Sari, 2021).

The success of School Literacy heavily depends on the availability of human resources and infrastructure. The principal serves as an educator, manager, and motivator; teachers act as mentors and role models; and the School Literacy team is the main driver of the literacy program. The facilities provided include a library, reading corners in the classrooms, and bulletin boards to display student work. This aligns with the theory of educational resources, which emphasizes that the success of educational programs depends on the quality of human resources, the availability of facilities, and a conducive learning environment. Providing adequate literacy facilities, such as libraries and reading corners, increases students' motivation to read and write, which in turn supports the development of creative and responsible character. The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers to the research hypothesis stated previously in the introduction part (Wandasari, 2017).

Literacy integration in Pancasila Education learning is done through reading, writing, discussion, and the use of student worksheets. This aims to cultivate critical thinking skills while strengthening understanding of Pancasila values. The teacher integrates literacy with an interdisciplinary approach and interactive activities so that students can internalize the Pancasila student character. According to literacy integration in learning, it must be done contextually and relevantly to students' experiences to foster critical thinking skills, creativity, and responsibility. Research also confirms that literacy

integrated into PPKn/Pancasila Education learning can strengthen students' character and improve their ability to analyze and solve problems (Susanti, 2022).

The observation results indicate that students are actively engaged in literacy activities, enthusiastic about producing works such as mind maps, posters, and creative writing, and demonstrate discipline and responsibility in completing tasks. This indicates that mature GLS planning, adequate resource support, and consistent integration of literacy into learning can shape students' creative and responsible characters. Well-planned and integrated School Literacy Movement has a significant impact on students' character development, creativity, and responsibility. Additionally, this research reinforces the principles of the Pancasila Student Profile, which emphasizes literacy, critical thinking, creativity, and character competencies (Rahmawati, 2018; Sari, 2021).

3.2. Implementing the Literacy Movement in Shaping Creative and Responsible Student Character in Pancasila Education Lessons

The results of interviews and documentation related to the implementation of the literacy movement in shaping student character, particularly creative and responsible character, in Pancasila Education learning involve several stages or steps that can be implemented effectively, including: a. Habituation In this stage, the implementation of the literacy movement habituation in Pancasila Education learning is an educational strategy to integrate reading, writing, discussing, and understanding various information into the learning process. The goal is to transform students so they not only know about Pancasila but are also able to apply its values independently, based on thinking that aligns with the dimensions of the graduate profile. Here are the results of an interview with Mrs. E, who stated that: Activities before learning are aimed at instilling creative and responsible character in students. So, previously, in our interactions with students, we would usually build rapport first, for example, by praying, taking attendance, and then asking, "Are you happy today?" So, it's just this kind of closeness. Then, when it's conducive, they sometimes ask questions related to the background of the lesson. So, usually, in every lesson, I always use worksheets. So, the children are allowed to read the book, then I give them questions, they can discuss first, then we discuss together, and then reflect. Sometimes, if the material is broad and general, we usually use a group discussion model, and then the children present. That's usually how it goes: the learning steps are, as usual, opening, then the main part, and closing. Usually, when there's a test, sometimes at the end of the lesson, it's just design and Q&A, except for the formative test, where there's a written test after completing each section.

Based on the researcher's interview with Mrs. E, the Pancasila Education teacher for Class IX, the initial learning activities focused on building emotional closeness and student readiness to learn, thus creating a comfortable, communicative, and conducive classroom atmosphere. Teachers build chemistry with students through simple activities such as praying, checking attendance, and asking students how they are feeling. This step not only creates a warm relationship but also instills the values of responsibility (e.g., by ensuring attendance and readiness to learn) and openness.

After a conducive atmosphere was established, the teacher began asking leading questions relevant to the material in an effort to stimulate creativity and curiosity. The use of LKPD (Student Worksheet), reading activities, discussions, and group presentations provides space for students to practice creative thinking, cooperation, and responsibility for the tasks assigned. The learning process is conducted systematically, starting from the opening–core–closing, with flexible evaluation through question-and-answer or formative tests as needed for the material. Overall, this initial learning activity helps to shape students who are more creative in expressing ideas and more responsible for their learning process, as they are actively involved from the initial to the final stages of learning.

This was further supported by interviews with four students whose initials are S, N, N, and M. They stated: "Yes, ma'am, usually before we study, Mrs. E always tells us to read silently and write about the material that will be discussed today." Here are the results of the habituation documentation before learning begins:



Figure 5. Reading and Writing Habituation (Source: photographed by the researcher, 2025).

The findings indicate that literacy development in Pancasila Education learning is carried out in a planned and integrated manner with the goal of shaping students who are critical, creative, have character, and possess national insight. Literacy encompasses reading various texts relevant to Pancasila values, writing summaries or discussion reports, expressing opinions through discussions and presentations, and critical thinking to analyze real-world problems. Additionally, digital literacy focuses on the wise use of media, while contextual literacy connects learning to students' real-life experiences in school and society. This strategy makes learning more active and meaningful, encouraging students to internalize Pancasila values and apply them in their daily lives.

In the implementation of Pancasila Education learning, I integrate literacy activities continuously and contextually at every stage of learning. In the introductory stage, students are accustomed to reading literacy, such as reading short texts, current news, quotes from national figures, or picture books related to Pancasila values. This activity aims to cultivate reading interest while also building an initial understanding of the material. At the core stage, literacy is developed through critical reading, writing, and discussion activities. Students analyze articles, historical texts, case studies, or everyday life problems that reflect the application of Pancasila values. Next, students are asked to express their understanding in the form of a summary, concept map, written reflection, or simple report. Group discussion activities are also conducted to train oral literacy, critical thinking, and the ability to express opinions politely. In the closing stage, literacy is reinforced through reflective activities, such as writing learning journals or summarizing the material and connecting it to the students' real-life experiences. Additionally, I also assign literacy-based tasks, such as finding information from various reliable sources, creating posters about Pancasila values, or writing short stories about Pancasila attitudes in everyday life. With this literacy integration, the learning of Pancasila Education not only focuses on mastering the material, but also develops reading, writing, and critical thinking skills, and meaningfully instills Pancasila values in students' lives. Reading materials are used in learning to support literacy activities in the classroom. Based on the results of interviews with Mrs. E, the Pancasila Education teacher for class IX, it was stated that: Textbooks, social media, and so on. What learning strategies or methods are used to shape students' character? The methods are still a combination of things like lectures, problem-based learning (PBL), and discussions (question and answer).

Based on the research findings, the implementation of literacy movements in Pancasila Education learning through the stages of habituation, development, and learning has been proven to contribute to shaping students' character, particularly creative and responsible character:

During the habituation stage, the teacher establishes reading and writing habits before the lesson begins, accompanied by creating a conducive classroom atmosphere through emotional interaction between the teacher and students. This finding aligns with the theory of character education, which states that character is formed through the habitualization of moral values in daily activities (Lickona, 1991). The habit of reading and writing regularly trains students' discipline, responsibility, and readiness to learn. In addition, the literacy habituation practices carried out by the teachers are also in line with the concept of the School Literacy Movement (GLS), which is to make literacy a school culture

that is carried out continuously (Kemendikbud, 2019). The silent reading and short writing activities before learning found in this study indicate that literacy has become part of the Pancasila Education learning routine. The results of this study state that reading literacy habituation before learning can increase students' learning responsibility and positive attitude toward academic activities. Thus, the habituation stage in this study not only improves literacy skills but also plays a role in shaping students' character (Wandasari, 2017).

At the development stage, literacy is developed through various forms, such as reading, writing, oral, critical, digital, and contextual literacy. This finding aligns with the emphasis that literacy in learning encompasses the ability to critically and creatively understand, process, and communicate information (Abidin et al., 2021). Reading various sources, writing summaries, discussing, and analyzing real-life cases demonstrates that literacy is being developed comprehensively. Developing students' creative character through discussion, presentation, and the creation of presentation materials is also in line with the theory of creativity. Creativity will flourish when students are allowed to think divergently, express ideas, and produce work independently (Munandar, 2016). In this study, students were given the space to find their own materials, organize the content, and present the discussion results, which directly fostered the emergence of creativity. Additionally, the development of critical and digital literacy in Pancasila Education learning aligns with critical literacy theory, which emphasizes students' ability to analyze texts, distinguish facts from opinions, and understand the social context of information. This is supported by research, which concluded that the application of critical literacy in Civics education can improve students' critical thinking skills and responsibility in dealing with information (Susanti, 2022). Digital literacy developed through the use of barcodes, news, and educational videos is also in line with research, which states that integrating digital literacy into learning can increase students' creativity while fostering a sense of responsibility in the wise use of digital media (Sari, 2021).

At the learning stage, literacy is fully integrated into the introductory, core, and concluding activities. This finding aligns with Ausubel's principle of meaningful learning, which emphasizes that learning is more meaningful when students connect new information with their existing knowledge and experiences. Reading contextual texts, discussing real-life cases, and reflecting on learning activities allow students to understand Pancasila values more deeply. The integration of literacy with the Problem-Based Learning (PBL) model implemented by the teacher, which states that PBL is capable of improving students' critical thinking skills, creativity, and sense of responsibility. Through real-world problem analysis and group discussions, students are trained to take responsibility for the learning process and outcomes (Pratiwi & Setyaningtyas, 2020). The results of this study state that implementing literacy movements in Civics learning can improve students' character of responsibility and critical thinking skills. With the reflection activities and literacy-based assignments in the closing stage, students not only understand the material but are also able to internalize Pancasila values in their daily lives (Rahmawati, 2018).

3.3. The Success Rate of the Literacy Movement in Shaping Creative and Responsible Student Character in Pancasila Education Lessons

The assessment of students' literacy success during the learning process was conducted by considering their activity and the quality of language they used. The teacher observes the extent to which students are able to understand the material presented, both from the teacher's explanation and from group discussions with classmates. Student understanding is evident in their ability to express opinions logically, communicate ideas clearly, and provide relevant responses to discussions. The success of Pancasila Education learning in shaping students' creativity and responsibility can also be measured by students' ability to solve problems based on Pancasila values. Teachers assess whether students are able to use Pancasila values as a guide in making decisions and completing tasks independently. Concrete evidence of student creativity is seen through literacy activities that not only involve reading, but also writing and producing works, such as mind mapping (three-dimensional books), posters, and letters, which are displayed on bulletin boards or presented in class. These

products demonstrate that students are able to express ideas in an original and relevant way to the Pancasila material. Here's the proof:



Figure 6. Poster posted on the wall and mind mapping (Source: photographed by the researcher, 2025).

Additionally, student responsibility is assessed through daily behavior observation, punctuality in submitting assignments, and attitudes of discipline and integrity in participating in learning. Teachers use a simple code system, such as plus-minus on the attendance list, to assess students' honesty, responsibility, and cooperative attitude. The cumulative results of this assessment indicate that the majority of students can perform their tasks and responsibilities well, demonstrating consistency in their accountability. Overall, the School Literacy Movement has a significant impact on shaping students' creative and responsible character in Pancasila Education lessons, aligning with the goals of the Pancasila Student Profile. This impact is evident in three main aspects: first, the enhancement of critical thinking skills that foster creativity in formulating ideas and works; second, the strengthening of discipline and integrity that cultivates a sense of responsibility in tasks and behavior; and third, the increased understanding of Pancasila values through access to and analysis of diverse reading materials. The results of observations and quantitative analysis through questionnaires show that the success rate of the School Literacy Movement in shaping creative and responsible character is in the very high/very good category. Additionally, correlation tests and hypothesis tests indicate that the relationship between literacy and character development in students is significant, both partially and simultaneously. Therefore, it can be concluded that literacy plays an important role in shaping students' creativity and responsibility in Pancasila Education learning. Here is a table of Pearson correlation test results using IBM SPSS. This test is to determine whether there is a significant relationship between variable X and Y1, and X and Y2.

Table 1. Correlation Test Results for Variable X to Y1

	X	Y₁
X	1	
Y₁	0,017	1
Pearson Correlation		0,822

(Source: Processed by the Researcher, 2025)

The results of the Pearson correlation test for Y1 show a significant correlation. (2-tailed) value of $0.017 < 0.05$, so it is concluded that variable Y1 has a significant relationship with X. Based on the degree of relationship, the correlation coefficient value from X to Y1 falls within the range of 0.80-1.000, which means it can be concluded that the relationship between variables X and Y1 is very high.

Table 2. Correlation Test Results for Variable X to Y2

	X	Y₂
X	1	
Y₂	0,026	1
Pearson Correlation		0,984

(Source: Processed by Researcher, 2025)

The Pearson correlation test results for Y2 show a significant. (2-tailed) value of $0.026 < 0.05$, indicating that variable Y2 has a significant relationship with X. This relationship from variable X to Y2 is considered very high based on the correlation coefficient guidelines, as it falls within the correlation value range of 0.80-1.000.

Assessing students' literacy success level is an important part of the role of the School Literacy Movement in Pancasila Education learning. Assessment is not only focused on cognitive aspects, but also on attitudes and skills, particularly in shaping creative and responsible character. Based on the research findings, teachers conduct ongoing assessments through observation of student activities, language proficiency, participation in discussions, and the literacy products produced by students during the learning process.

Based on the interview results with Mrs. E, the Pancasila Education teacher for 9th grade, student literacy results are assessed by observing student activity in learning and the language used during discussions and presentations. Students' ability to express their opinions serves as an indicator of their understanding of the material they have learned, whether it was delivered by the teacher or the result of discussions with their group members. This shows that literacy assessment not only evaluates the final product, but also the learning process students go through. These findings align with the theory of authentic assessment, which states that assessment should reflect students' real abilities to apply knowledge and skills in meaningful contexts. Through observing activity, discussion, and language use, teachers can assess the extent to which students can internalize Pancasila values and apply them in the learning process. In assessing the success of Pancasila Education in shaping students' creativity and responsibility, the teacher emphasized that Pancasila Education plays an important role as a guide in solving life's problems. The values of Pancasila serve as a reference for students in their thinking and actions. This aligns with the theory of value education, which states that value learning will be effective if students can connect concepts with real-life experiences (Susanti, 2022). Concrete evidence of students' growing creativity is seen in the literacy works they produce, such as mind maps, three-dimensional books, posters, and displays on the school bulletin board. These literacy products demonstrate that students not only understand the material theoretically but are also able to express their understanding creatively. Creativity is characterized by the ability to generate original, relevant, and meaningful ideas or products. Thus, the varied literary works of students become a concrete indicator of the formation of creative character (Munandar, 2016).

The success indicators for creative character development in this study are seen in students' courage to express ideas, their active participation in discussions, and their ability to produce works relevant to Pancasila values. Meanwhile, the character of responsibility is assessed through honesty in repetitions, discipline in submitting assignments, and adherence to classroom and school rules. The teacher uses a simple attitude assessment record by assigning plus and minus codes to attendance to record student behavior during learning. Although subjective, this assessment is conducted consistently and continuously. The attitude assessment conducted by the teacher aligns with the theory of character education, which emphasizes that the character of responsibility can be observed through real behaviors, such as discipline, honesty, and commitment to completing tasks. Additionally, this attitude assessment approach is also in line with the principles of assessment in the Merdeka Curriculum, which emphasizes formative and reflective assessment to monitor students' character development (Lickona, 1991). Based on the researcher's observation results, the assessment of students both individually and in groups, in forming creative and responsible characters, falls into the good category. In terms of creativity, students can generate and express ideas in written form as well as visual works, such as mind maps, posters, and letters. In terms of responsibility, students demonstrate seriousness in carrying out tasks, working collaboratively in groups, and completing obligations on time. Based on the results of quantitative data analysis, the success rate of the School Literacy Movement in shaping creative and responsible student character in Pancasila Education lessons is very high. Descriptive statistics show that the average score for the school literacy variable (X) is 84.7, creative character development (Y1) is 80.4, and responsible character development (Y2) is 81.0. These results indicate a strong and consistent influence of school literacy as a stimulus and student character output.

4. CONCLUSION

Based on the research findings and discussion regarding the planning, implementation, and success rate of the School Literacy Movement in Pancasila Education lessons at SMPN 1 Ciawigebang in shaping creative and responsible student character, the following conclusions can be drawn:

Planning for the School Literacy Movement at SMPN 1 Ciawigebang has been carried out in a planned, structured manner, involving all stakeholders at the school, including the principal, teachers, and the School Literacy team. This plan not only focuses on improving reading and writing skills but also actively aims to build creative and responsible student character. The goals, approach, human resource provision, and literacy infrastructure are designed in an integrated manner alongside the teaching of Pancasila Education, thus creating a learning environment that promotes the strengthening of character values in accordance with the Pancasila Student Profile.

The implementation of the School Literacy in Pancasila Education lessons is carried out through several stages, such as habituation, development, and learning. In the habituation phase, regular reading and writing activities cultivate disciplined behavior, readiness to learn, and a sense of responsibility among students. In the development stage, literacy is comprehensively expanded to include reading, writing, speaking, critical thinking, digital, and contextual skills, which encourages students' creativity in conveying ideas and creating works. In the learning phase, literacy is fully integrated into every step of learning, including the application of the Problem-Based Learning (PBL) model, so that students can understand, internalize, and apply Pancasila values in their educational process and daily lives.

The success rate of the School Learning Movement, which aims to cultivate creativity and responsibility in students, falls into the very positive category. This is evident from the results of teachers' authentic assessments, observations of learning activities, and the diverse and creative literacy products of the students. The results of the questionnaire and statistical analysis using IBM SPSS Statistics show that the role of the School Literacy has a significant and very strong relationship with the formation of students' creative and responsible characters, both simultaneously and partially. The

normally distributed data, linear relationship, and high correlation coefficient indicate that the consistent and integrated implementation of the School Literacy in Pancasila Education learning has a positive and real impact on the formation of students' characters.

Although this study successfully describes the planning, implementation, and success rate of the School Literacy Movement in shaping students' creative and responsible character at SMPN 1 Ciawigebang, several limitations need to be considered, namely: First, the research was only conducted at SMPN 1 Ciawigebang, so the results are limited and cannot be generalized to all schools. Second, the research focused only on developing students' creative and responsible character through school literacy in Pancasila Education lessons, so other character traits and subjects were not analyzed. And third, the research was conducted within a specific timeframe, so the long-term impact of school literacy on student character development was not assessed.

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