PROMOTING AN APPRECIATION FOR DIVERSITY THROUGH READING LITERARY WORKS TO PREVENT RADICALISM
Mempromosikan Apresiasi terhadap Keberagaman melalui Membaca untuk Mencegah Radikalisme

Yunidar, Gusti Ketut Alit Suputra, Anjar Kusuma Dewi
Universitas Tadulako
Jl. Soekarno Hatta No.KM. 9, Tondo, Kec. Mantikulore, Kota Palu,
Sulawesi Tengah, Indonesia
Pos-el: *yunidar.untad@gmail.com*

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor prasangka yang dapat menyebabkan radikalisasi di kalangan siswa sekolah dasar serta untuk meningkatkan pemahaman tentang nilai-nilai keberagaman dan toleransi melalui literasi akademik. Penelitian ini dilaksanakan di sekolah dasar Kota Palu dengan melibatkan 500 siswa yang dibagi menjadi dua kelompok: eksperimen dan kontrol. Metode penelitian yang digunakan adalah penelitian deskriptif dengan desain kuasi-eksperimental, di mana kedua kelompok diberi tes pra dan pasca untuk mengukur peningkatan sikap menghormati dan toleransi. Data dikumpulkan melalui instrumen tes yang mengukur sikap moral siswa terhadap keberagaman dan radikalisasi, sedangkan teknik analisis data menggunakan statistik deskriptif dan uji hipotesis. Hasil penelitian menunjukkan bahwa kelompok eksperimen yang mengikuti program "Baku Sayang dan Baku Jaga" mengalami peningkatan yang signifikan pada nilai rasa hormat dan toleransi. Skor N-gain untuk rasa hormat pada kelompok eksperimen meningkat sebesar 0,79 (kategori tinggi), dan untuk toleransi meningkat sebesar 0,82 (kategori tinggi), sementara kelompok kontrol hanya menunjukkan peningkatan yang moderat dengan skor N-gain masing-masing 0,33 dan 0,35. Temuan ini menegaskan bahwa program ini efektif dalam meningkatkan sikap menghormati dan toleransi siswa yang dapat mengurangi potensi radikalisasi di kalangan mereka. Penelitian ini menyarankan bahwa pendekatan berbasis literasi akademik dan kelompok diskusi merupakan strategi yang efektif untuk mendukung pendidikan karakter di sekolah dasar.

Kata-kata kunci: *keberagaman, membaca karya sastra, pencegahan radikalisme, pendidikan karakter, toleransi*

Abstract

This study aims to identify the factors of prejudice that can lead to radicalization among elementary school students and to improve understanding of the values of diversity and tolerance through academic literacy. This study was conducted in elementary schools in Palu City involving 500 students who were divided into two groups: experimental and control. The research method used was descriptive research with a quasi-experimental design, where both groups were given pre- and post-tests to measure the increase in attitudes of respect and tolerance. Data were collected through test instruments that measured students' moral attitudes towards diversity and radicalization, while data analysis techniques used descriptive statistics and hypothesis testing. The results showed that the experimental group that participated in the "Baku Sayang and Baku Jaga" program experienced a significant increase in respect and tolerance values. The N-gain score for respect in the experimental group increased by 0.79 (high category), and for tolerance increased by 0.82 (high category), while the control group only showed a

moderate increase with N-gain scores of 0.33 and 0.35, respectively. The findings confirm that the program is effective in increasing students' respect and tolerance which can reduce the potential for radicalization among them. This study suggests that academic literacy-based approaches and discussion groups are effective strategies to support character education in elementary schools.
Keywords: *character education, diversity, prevention of radicalism, reading literaturem, tolerance*

INTRODUCTION

Cultural diversity and education that values differences have long been recognized as important factors in building a tolerant society. Education about diversity encourages an attitude of tolerance and acceptance of perspectives and pluralism. This education can free students from ethnocentric bias and prejudice, allowing them to understand and learn from various cultural perspectives (Firtikasari, 2024). Teaching diversity is important from an early age so that students can appreciate the importance of artistic contributions to social life. The emphasis on this learning becomes relevant when considering the challenges faced by multiethnic communities in Indonesia, especially in Palu, which has experienced ethnic and social conflict. The phenomenon of violence and social conflict in Palu is driven by economic, political, religious, and cultural factors. Observations show that social bias is at the root of this problem. Prejudice and the tendency to prioritize one cultural group over another can trigger tension. In facing this situation, diversity education plays a central role in instilling values of tolerance and togetherness among students. Children who have a "win at all costs" mentality are vulnerable to intolerance and potential conflict (Irwansyah, 2024). The importance of diversity education is also supported by the role of education as a vehicle for social transformation that can change people's attitudes and behavior (Supriatin, 2017).

Education in elementary schools must not only be academic but also include character-building that is in line with national values (Hendrawan et al. 2017). However, observations show that the literacy of Indonesian students is still relatively low, as reported by UNESCO in the study The Most Literate Nations (Khotimah, 2018). This low literacy has the potential to cause students critical think in when filtering information, making them vulnerable to negative influences, including radical ideologies. Recent literature shows that although multicultural education has been integrated into the curriculum, its effectiveness in developing tolerant attitudes and avoiding radicalism is still questionable (Rahman, 2024). Previous research has highlighted that student behavior is greatly influenced by the home and school environment (Mehora, 2018). Another opinion also explains that instilling Pancasila values through literacy can be a way to overcome this challenge because students can learn to understand and appreciate differences through stories that contain diverse values (Lubis, 2023).

However, there is a gap in the study of how contextual literacy-based learning approaches can be effective in preventing radicalism in elementary school students. This study offers a new contribution to exploring the effectiveness of the "*Baku Jaga and Baku Sayang"* program, which is designed to teach students to read literacy works about cultural diversity. This program aims to foster an attitude of tolerance and acceptance among students, with the hope that they will not only instill tolerant behavior in school but also become a driving force for their families and communities.

The urgency of this research lies in the importance of overcoming the threat of radicalism among the younger generation through educational literacy that emphasizes diversity. The "Baku Jaga and Baku Sa-yang" program is focused on forming attitudes that respect differences,

as well as creating a learning environment that supports students' moral and intellectual development. Through this literacy approach, it is hoped that students can build a strong understanding of the importance of diversity, thereby minimizing the risk of radicalization from an early age and preparing them to become citizens who play an active role in maintaining peace and harmony in society.

THEORETICAL BASIS

The diversity learning model has a significant role in shaping students to appreciate and accept differences in their environment (Abdulatif, 2021). This is important to support them in becoming part of an inclusive democratic society. Diversity in education does not only include teaching about cultural, religious, or ethnic differences, but also focuses on instilling universal values such as justice, freedom, and peace (Patih et al. 2023). The emphasis is that the role of teachers is very important in facilitating this learning through approaches that address stereotypes and principles of collaboration between groups. Teaching the values of tolerance and respect is also an integral part of diversity education, which can prevent attitudes of superiority that hinder inclusivity and social harmony (Anurogo, 2018). Respect, as one of the fundamental values in multicultural education, does not only mean being given to others but includes a deep appreciation of the diversity of individuals and groups (Wijayanti, 2016). According to Calicchio, (2023), respect is an appreciation that is more than just admiration, but a recognition of the intrinsic value of others. This suggests that education must integrate approaches that support the development of understanding of these values among students.

Radicalism is a challenge in the context of education because its extreme ideology can affect a healthy learning environment. Ali et al. (2021) explain radicalism as extreme views that can influence behavior and beliefs, with a negative impact on students' ability to think critically and openly. In KBBI, radicalism is explained as an extreme political attitude, which can be contrary to the principles of democracy. Reading literacy can be an effective preventive tool against radicalism. Hoover & Tunmer (2018) stated that reading literacy focuses not only on decoding skills but also on deep understanding, which helps students analyze and understand information critically. Strong literacy can prevent the spread of extremist views by expanding perspectives and insights.

Research by Wineburg & McGrew (2017) shows that critical reading skills enable students to distinguish between valid information and hoaxes. In the digital era, the "echo chamber" effect in the media makes information and digital literacy even more important. UNESCO (2017) emphasizes that educational literacy should include approaches to support peace and tolerance, which are essential for deradicalization. However, other factors such as economic views also contribute to radicalization, suggesting that solutions should include broader aspects of literacy.

Reading literacy in primary schools plays a significant role in students' academic achievement. According to PIRLS, reading skills in the early years are positively associated with later academic achievement (Mullis et al., 2017). Phonics approaches, such as those proposed by Castles et al., (2018), are effective in helping children master decoding skills. In addition, strategies such as guided reading and interactive storytelling encourage deeper understanding and student engagement. Horowitz-Kraus & Hutton (2017) explain that the emphasis that reading experiences have at home also plays a significant role in building fundamental understanding and comprehension skills.

The concept of literacy is not limited to reading and writing but rather includes the ability to understand, request, and use information to navigate everyday life. The OECD (2019) emphasizes that literacy is more than just basic skills, but involves how individuals utilize written information in various social contexts. Kilpatrick et al., (2020) also show that reading

fluency is related to broader cognitive abilities. Holistic literacy includes reading habits and critical thinking that shape evaluative abilities in dealing with complex information, as supported by the framework (Sirait et al. 2023). The multiliteracies perspective by the New London Group (1996), updated by Cope and Kalantzis (2015), highlights that literacy should include the ability to navigate multiple media and communication channels. Lankshear & Knobel (2007) also underline the importance of digital literacy skills in the modern era. The Four Resources Model by Abidin et al. (2021) describes the role of readers as code users, text participants, and analysts, reflecting the need for more comprehensive literacy skills.

Literacy implementation in schools can include a step-by-step approach: adaptation of reading habits, development skills through varied literacy activities, and continuing education that adapts to students' needs. Research shows that these steps help strengthen the literacy foundation needed to face the challenges of the 21st century.

RESEARCH METHOD

This study is quantitative with a quasi-experimental approach. The quasi-experimental research design was chosen to identify the effects of the "*Baku Jaga and Baku Sayang*" program on the attitude of respect and tolerance of fifth-grade elementary school students. This study involved a comparison between the experimental group that received the intervention and the control group that did not receive the intervention. Data and data sources the data used in this study are primary data in the form of the results of the knowledge test of respect and tolerance. The data source came from fifth-grade elementary school students who were divided into two groups: the experimental group (given treatment) and the control group (not given treatment). Each group consisted of 25 students from different elementary schools in Palu City. Data collection techniques data collection was carried out using two types of written tests that were adjusted based on the theory of moral development and belief systems: respect knowledge test: referring to the theory of moral development by Kohlberg (1981), this test assesses the extent to which students understand the concept of respect (Misbach, 2014). Tolerance knowledge test: referring to the belief system theory by Rokeach (1960), this test measures students' understanding of tolerance (Hatta, 2018). Data collection was conducted in two stages, namely before and after the intervention program was implemented (pre-test and post-test). The pre-test was given to both groups to measure initial knowledge, while the post-test was given to see the improvement after the intervention in the experimental group.

Data collection instruments the instrument used was a test of knowledge of respect and tolerance in the form of multiple-choice questions and short essays. The second instrument has been validated by experts for content validity and measurement reliability. The questions are arranged based on a Likert scale to facilitate the quantification of the data obtained. Data collection procedure the data collection procedure is carried out in the following steps:

1. Pre-Test: A pre-test was given to both groups (experimental and control) to measure initial knowledge related to respect and tolerance.
2. Intervention: The experimental group participated in the "Baku Jaga and Baku Sayang" program, which included the following sessions:
   Session 1-2: Introduction to respect
   Session 3-4: Introduction to tolerance
   Session 5-6: In-depth discussion on respect
   Session 7-8: In-depth discussion on tolerance
   Session 9-10: Discussion and reflection on the first story
   Session 11-12: Discussion and reflection on the second story
3. Post-Test: A post-test was given to both groups after the experimental group completed the intervention program to measure changes in their knowledge.

Data analysis method data analysis was carried out in two stages: Descriptive analysis: data were analyzed to see the distribution of scores, mean values, standard deviations, and comparison of scores between the experimental and control groups. Hypothesis testing: hypothesis testing was carried out using an independent t-test to compare the average post-test scores between the experimental and control groups. This technique aims to determine whether there is a significant difference between the two groups after the program intervention.

Hypothesis testing techniques two independent sample t-tests were used to test the research hypothesis, assuming that the normality of the data was first tested using the Shapiro-Wilk test and the homogeneity of variance was tested using the Levene test. The hypotheses tested in this study were:

1. Null Hypothesis (H0): There is no significant difference in increasing knowledge of respect and tolerance between the experimental group and the control group.
2. Alternative Hypothesis (H1): There is a significant difference in increasing knowledge, attitude, respect, and tolerance between the experimental group and the control group.
3. Decision-making criteria: The hypothesis is not rejected if the p-value <0.05, which means that the "*Baku Jaga and Baku Sayang*" program has a significant effect on increasing students' respect and tolerance.

DISCUSSION

The discussion of this study focuses on the analysis of data from the implementation of the "*Baku Jaga and Baku Sayang*" program and its evaluation using the theory that has been described in the theoretical basis and research methods mentioned. This study analyzes the effectiveness of the program in increasing students' respect and tolerance, which are divided into experimental and control groups. The following is a discussion divided into several sub-chapters to explore the results and strengthen this study.

Descriptive Analysis of Pre- and Post-Test Results

Table 1 displays a statistical description of the pre-and post-test results for the experimental and control groups. The descriptive results show a significant increase in the average post-test score of the experimental group compared to the control group.

Table 1.
Description of Experimental and Control Groups

Group		Statistical Descriptive	Mean	Std. Deviasi	N
Experiment	Respect	*Pretest*	12,77	1,154	25
		Posttest	29,38	1,699	25
	Tolerance	*Pretest*	11,79	2,987	25
		Posttest	28,98	1,107	25
Control	Respect	*Pretest*	14,02	2,533	25
		Posttest	13,98	1,556	25
	Tolerance	*Pretest*	12,01	1,999	25
		Posttest	12,69	2,103	25

These data indicate that the "*Baku Jaga and Baku Sayang*" program has a positive impact on increasing students' respect and tolerance. The significant increase in the experimental group strengthens the effectiveness of the program compared to the control group which showed minimal changes.

Descriptive results show that the post-test average for the respect and tolerance variables in the experimental group increased significantly compared to the pre-test results. The post-test average for respect increased from 12.77 to 29.38 and for tolerance from 11.79 to 28.98. In

contrast, the control group showed no significant increase, with the post-test average being relatively the same as the pre-test.

The findings of this study are in line with research conducted by Ali et al. (2021), where value education in schools has been shown to be effective in increasing students' positive attitudes. Program interventions that integrate active learning, such as reading literary works, have been shown to have a positive impact on student behavior. This is also supported by previous research by Sendayu, (2012) which shows that story-based interventions can increase students' empathy and social awareness. In addition, Fatimah's research (2024) highlighted that cooperative methods and value-based learning increase cooperation and acceptance between students. The "Baku Jaga and Baku Sayang" program which uses a narrative and discussion approach has proven to be consistent with these results, where students can internalize the values of respect and tolerance through activities that touch their feelings and experiences.

The results of this study can be further explained by referring to Kohlberg's (1981) theory of moral development. According to Kohlberg, children develop through moral stages that focus on social rules and human values. The "*Baku Jaga and Baku Sayang*" program helps students understand these values through stories that stimulate self-reflection and group discussion. This intervention allows students to identify and apply attitudes of respect and tolerance in everyday life. According to Vygotsky's theory of social learning interaction with the social environment helps students build new understandings and skills. This program creates a rich learning context with collaborative activities and discussions, which helps strengthen students' social skills.

Based on the descriptive results, the increase in the post-test mean in the experimental group supports the hypothesis that the "*Baku Jaga dan Baku Sayang*" program is effective in increasing attitudes of respect and tolerance. Significant increases in the observation variables (from 12.77 to 29.38) and tolerance (from 11.79 to 28.98) indicate that the intervention has a strong impact. In contrast, the control group did not show significant differences in the post-test results with the mean almost unchanged (respect: 14.02 to 13.98, tolerance: 12.01 to 12.69). The observed increase in the experimental group suggests that the "*Baku Jaga dan Baku Sayang*" program can be implemented as part of the curriculum to improve students' moral values. This program can serve as an example of an innovative approach to effective character education. According to Rokeach (1960), changes in beliefs and attitudes can be influenced by meaningful learning experiences. This program shows that narrative and discussion-based approaches are effective in internalizing moral values. Although the program has proven effective in increasing respect and tolerance, there is a need for long-term evaluation to measure its impact in real situations outside the classroom. Further research is also recommended to explore other factors that may influence the effectiveness of the program, such as students' socioeconomic background and education level.

The results of the descriptive analysis are presented in the table above; the mean score in the experimental group was 29.38, with a standard deviation of 1.699 for respect, and the mean score in the control group was 28.98, with a standard deviation of 1.107 for tolerance. This shows that the "*Baku Sayang and Baku Jaga*" program is effective in increasing the normative values of respect and tolerance in the experimental group. The results of this study indicate that the "*Baku Jaga and Baku Sayang*" program has a significant impact on increasing students' respect and tolerance. Descriptive data and comparisons with previous studies and relevant theories strengthen the conclusion that the narrative-based character education approach is effective in forming positive moral values in students. This program has the potential to be adapted and implemented in other schools to support comprehensive character education.

N-Gain Score Analysis

The effectiveness of the "*Baku Sayang and Baku Jaga*" program in the control group was evaluated using the Gain score test. The difference in scores before and after the test was used to conduct the N-Gain score test, which was compared with the control group. The N-Gain score was obtained using the following formula:

$$N\ Gain = \frac{Skor\ Posttest - Skor\ Pretest}{Skor\ Ideal - Skor\ Pretest}$$

Figure 1. Formula of Calculating the *N-Gain Score*

* Note: The ideal score is the maximum (highest) score obtained

To measure the extent of changes in learning outcomes, this study used the N-Gain score test. The results of the N-Gain score calculation are presented in Table 2 below:

Table 2.
Gain Score of Experimental and Control Groups

Group	Variable	N	Mean	N-*Gain score*	category
Experi-ment	Respect	25	28,97	0,79	High
Control		25	15,50	0,33	Moderate
Experi-ment	Toleran-ce	25	28,89	0,82	High
Control		25	12,69	0,35	Moderate

The categories obtained from the N-Gain results show that the experimental group had a significant increase in respect (0.79) and tolerance (0.82), both of which are in the high category. Meanwhile, the control group only showed an increase in the moderate category. This shows that the "*Baku Jaga and Baku Sayang*" program is effective in improving students' respect and tolerance values.

The N-Gain score results show that the experimental group achieved a significant increase in both variables. The N-Gain score for the variable paying attention to the experimental group reached 0.79, which is in the high category. Meanwhile, the control group only achieved a score of 0.33, which is considered moderate. A similar thing can be seen in the tolerance variable, where the experimental group had an N-Gain score of 0.82 (high category), while the control group obtained a score of 0.35 (moderate category).

Value-based character education facilitates the formation of positive attitudes in students. Story and discussion-based intervention programs, such as those conducted in this study, have been shown to be effective in improving students' moral values. Krishna, (2023) also confirmed that learning involving moral reasoning through narratives can improve students' pro-social attitudes and empathy. Research by Dalimunthe, (2023) emphasized the importance of direct experience in the moral learning process, which allows students to understand the application of social values in real life. The "*Baku Jaga and Baku Sayang*" program combines components of discussion groups, narratives, and reflections, making it effective in helping students understand and apply attitudes of respect and tolerance. A significant increase in the N-Gain score in the experimental group supports this argument. The significant increase in the N-Gain score in the experimental group can be explained by referring to Vygotsky's theory of social learning which states that social interaction plays an important role in students' cognitive and moral development. This program facilitates interaction between students in discussions and sharing experiences, thus encouraging more meaningful and sustainable learning. Yanuardianto, (2019) in his theory of observational learning, asserts that students learn through

observing and imitating positive behavior. The "*Baku Jaga dan Baku Sayang*" program uses a narrative method that allows students to see examples of respect and tolerance, which are then internalized and demonstrated in their behavior.

The results showing a significant increase in the experimental group imply that this program can be used as an effective intervention model for character education. The application of narrative and discussion-based learning strategies has been shown to support the development of moral attitudes, in line with Dalimunthe (2023) recommendation that learning involving values can influence students' beliefs and attitudes. In educational practice, programs such as "*Baku Jaga dan Baku Sayang*" can be implemented as part of the curriculum to teach moral values more interactively. Education designed to actively engage students in discussion and reflection helps create a learning environment that facilitates the development of sustainable positive attitudes.

This study provides strong evidence that a narrative and discussion-based intervention approach is effective in increasing the values of respect and tolerance. Further research is recommended to explore the effects of this program in the long term and identify specific elements of the program that contribute most to improving student attitudes. In addition, research on a broader and more diverse population can help test the generalizability of these findings.

The high N-Gain score results in the experimental group confirmed the effectiveness of the "*Baku Jaga and Baku Sayang*" program in improving students' respectful and tolerant attitudes. By comparing these findings with previous research and educational character theory, it can be concluded that the narrative and discussion-based approach is an appropriate method for building moral values among students. This program can be integrated into educational strategies to create a more respectful and tolerant generation.

Evaluation of Intervention Effectiveness

The intervention evaluation aims to measure the practical contribution of the "*Baku Jaga and Baku Sayang*" program to the results obtained. The effectiveness of the intervention data is presented in Table 4 below:

Table 3.
Gain Score Category

Nilai *N-Gain*	Category
g > 0,7	High
0,3 ≤ g ≤ 0,7	Moderate
G < 0,3	Low

The results in the table show that the program contributed 91.34% to the improvement of respect and 93.53% to the tolerance of students. Thus, the "Baku Jaga and Baku Sayang" program contributed significantly to the improvement of both variables in the experimental group.

One of the main objectives of Effective Intervention is to determine the extent (in percentage) to which the "*Baku Sayang and Baku Jaga*" program contributed to the improvement of respect and tolerance of the experimental group. This Effective Intervention can assess the extent to which the program contributed to the success of the experimental group. The results of the practical contribution to the experimental group are shown in the table below.

Table 4.
Effective Intervention in Experimental Group

Variables		Input	Output
Respect	t-value	16,55	91,34%
	Sample size for Experimental Group	25	
	Sample Size for Control Group	25	
Tolerance	t-value	17,35	93,53%
	Sample size for Experimental Group	25	
	Sample Size for Control Group	25	

The data in the table above show that the "*Baku Sayang and Baku Jaga*" program successfully raised the scores of respect (91.34%) and tolerance (93.53%) through the Reading Literary Works Method. After participating in the "*Baku Sayang and Baku Jaga*" program, respect, and tolerance were much higher in the experimental group.

Children need to learn respect and tolerance early on to understand, internalize, and display appreciation for differences. In theory, schools should provide additional reinforcement for values like respect and tolerance, but they merely employ subject matter to establish these values. Schools can mitigate young people's propensity for radicalism by emphasizing education about diversity. Educating, directing, and engaging children in activities that pique their interest is an integral element of this dedication, especially when it comes to reading literary works, which are essential for the growth and formation of an ideology of diversity in every child. Ali et al. (2021) suggest that weak school supervision of bullying instances has been cited as contributing to the development of extremist views among students. The radicalization of kids often begins with bullying or violence at school. People who engage in bullying refuse to tolerate variety or differences among their peers and act negatively toward those they perceive to be different from themselves or their friends (Ali et al., 2019). Ethnicity, religion, socioeconomic level, physical appearance (skin color, hair texture, et cetera), and other factors are some of the many ways people interpret differences here.

Theoretically, education that emphasizes the formation of respect and tolerance is important for developing students' characters who respect differences. Kohlberg's Moral Development Theory (1981) supports this finding, where moral development involves stages that individuals must go through to internalize social and moral norms. This program is also in line with Rokeach's Belief System Theory (1960), which states that changes in beliefs and attitudes can be influenced by structured educational experiences.

Previous research has shown that a lack of school attention to educational values can trigger radical and intolerant behavior (Ali et al., 2021). The "*Baku Jaga and Baku Sayang*" program has succeeded in reducing this potential by providing positive learning experiences through literary works. Through reading and discussion, students can understand and apply the concepts of respect and tolerance in their daily lives.

This discussion shows that the "*Baku Jaga and Baku Sayang*" program is effective in increasing students' respect and tolerance. With contributions of 91.34% and 93.53% respectively for the two variables, this program is an alternative teaching method that can be used to instill positive values in schools. It is recommended that other schools in Palu City and its surroundings adopt this approach to strengthen students' character education.

CLOSING

Based on the results of this study, it can be concluded that the "Baku Jaga and Baku Sayang" program is effective in improving students' attitudes toward respect and tolerance. This is evidenced by the high N-Gain score in the experimental group, indicating that narrative and discussion-based learning methods significantly influence the development of students' moral values. This program helps students understand and internalize attitudes of respect and tolerance through direct experience and meaningful social interactions. These findings are consistent with the theory of social and moral learning that emphasizes the importance of interaction and observation in the learning process. Therefore, this program can be recommended as a relevant model to be applied in character learning in schools. This study answers the main question related to the effectiveness of story-based and discussion-based learning strategies in improving students' moral aspects, underlining the importance of an active and reflective approach in character education.

BIBLIOGRAPHY

Abdulatif, S., & Dewi, D. A. (2021). Peranan pendidikan kewarganegaraan dalam membina sikap toleransi antar siswa. *Jurnal Pendidikan dan Pengajaran Guru Sekolah Dasar (JPPGuseda)*, *4*(2), 103-109. https://doi.org/10.55215/jppguseda.v4i2.3610

Abidin, Y., Mulyati, T., & Yunansah, H. (2021). *Pembelajaran literasi: Strategi meningkatkan kemampuan literasi matematika, sains, membaca, dan menulis*. Bumi Aksara.

Ali, M. N., Aryuni, M., Nur, Y., Fadhliah, Khairil, M., Rizal Razman, M., Emrizal, & Zarina Syed Zakaria, S. (2019). Empirical Analysis on Coping Strategy And Psychological Impact of Bullying Victim at School. *Journal of Engineering and Applied Sciences, 14*(4), 1628–1635. https://doi.org/10.36478/jeasci.2019.1628.1635

Anurogo, D., & Napitupulu, D. S. (2023). *Esensi Ilmu Pendidikan Islam: Paradigma, Tradisi dan Inovasi*. Pustaka Peradaban.

Calicchio, S. (2023). *Abraham Maslow, dari Hierarki Kebutuhan Hingga Pemenuhan Diri: Sebuah Perjalanan dalam Psikologi Humanistik melalui Hierarki Kebutuhan, Motivasi, dan Pencapaian Potensi Manusia Sepenuhnya*. Stefano Calicchio.

Castles, A., Rastle, K., & Nation, K. (2018). Ending the Reading Wars: Reading Acquisition From Novice to Expert. *Psychological Science in the Public Interest 19*(1), 5–51. https://doi.org/10.1177/1529100618772271

Cope, B., & Kalantzis, M. (2015). The Things You Do to Know: An Introduction to the Pedagogy of Multiliteracies. In B. Cope & M. Kalantzis (Eds.), A pedagogy of multiliteracies (1–36). Palgrave Macmillan. https://doi.org/10.1057/9781137539724_1

Dalimunthe, D. S. (2023). Transformasi Pendidikan Agama Islam: Memperkuat Nilai-nilai Spiritual, Etika, dan Pemahaman Keislaman dalam Konteks Modern. *Al-Murabbi Jurnal Pendidikan Islam*, *1*(1), 75-96. https://doi.org/10.62086/al-murabbi.v1i1.426

Fatimah, S., Apriono, D., & Suttrisno, S. (2024). Model Pembelajaran Kolaboratif Berbasis on Line di Era Milenial (Alternative Pemecahan Masalah). *Jurnal Darma Agung*, *32*(3), 407-413.

Firtikasari, M., & Andiana, D. (2024). *Pendidikan Multikultural*. Cahaya Smart Nusantara.

Hatta, M. (2018). *Media Sosial, Sumber Keberagamaan Alternatif Remaja (Fenomena Cyberreligion Siswa SMA Negeri 6 Depok Jawa Barat)* (Master's thesis, Fakultas Dakwah dan Ilmu Komunikasi UIN Syarif Hidayatullah Jakarta). https://doi.org/10.15408/dakwah.v22i1.12044

Hendrawan, B., Pratiwi, A. S., & Komariah, S. (2017). Kajian Aplikatif Penanaman Nilai-Nilai Karakter Siswa Melalui Gerakan Literasi di Sekolah Dasar Berdasarkan Perspektif

Pedagogik Kritis. *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, *1*(2a), 83-97.

Hoover, W. A., & Tunmer, W. E. (2018). The Simple View of Reading: Three Assessments of Its Adequacy. *Remedial and Special Education*. https://doi.org/10.1177/0741932518773154

Horowitz-Kraus, T., Hutton, J.S., (2017). Brain Connectivity in Children is Increased by the Time They Spend Reading Books and Decreased by the Length Oof Exposure to Screen-Based Media. *Acta Paediatrica, 107*(4), 685–693. ttps://doi.org/10.1111/apa.14176

Irwansyah, I., Aziz, A., & Mawaddah, R. (2024). Implikasi Pendidikan Agama Islam dalam Mengembangkan Sikap Toleransi Antar Umat Beragama Peserta Didik (Studi Kasus di SMA Negeri 1 Sialang Buah). *Innovative: Journal of Social Science Research*, *4*(1), 9911-9919.

Khotimah, K., & Sa'dijah, C. (2018). *Pelaksanaan Gerakan Literasi Sekolah,* (Doctoral dissertation, Universitas Negeri Malang).

Kilpatrick, D. A., Joshi, R. M., & Wagner, R. K. (2020). *Reading Development and Difficulties: Bridging the Gap Between Research and Practice*. Springer. https://doi.org/10.1007/978-3-030-26550-2

Kohlberg, L. (1981). *The Philosophy of Moral Development: Moral Stages and the Idea of Justice*. San Francisco: Harper & Row..

Krishna, P. N. (2023). Pengaruh Literasi Digital terhadap Moralitas Mahasiswa PPKn Universitas Lampung dalam Mengakses Informasi Media Sosial, (Thesis, Universitas Lampung).

Lankshear, C., & Knobel, M. (2007). Sampling "the New" in New Literacies. In M. Knobel & C. Lankshear (Eds.), *A new literacies sampler* (1–24). Peter Lang.

Lubis, S. K. (2023). Implementasi Pendidikan Kewarganegaraan dalam Meningkatkan Sikap Moderasi Beragama Siswa di SD IT Al Munadi Medan Marelan. *Didaktika: Jurnal Kependidikan*, *12*(3), 373-390.

Mehora, S., & Rahlia, S. (2024). Pengaruh Lingkungan Belajar terhadap Prestasi Akademik Siswa Sekolah Dasar. *Mokula: Jurnal Ilmu Pendidikan dan Sains Fisika*, *1*(1), 16-22. https://doi.org/10.47134/pgsd.v1i4.770

Misbach, I. H., & Sumintono, B. (2014). Pengembangan dan Validasi Instrumen "Persepsi Siswa tehadap Karakter Moral Guru" di Indonesia dengan Model Rasch. Seminar Nasional Psikologi UMS 2014

Mullis, I. V. S., Martin, M. O., Foy, P., & Hooper, M. (2017). *PIRLS 2016 International Results in Reading*. Boston College, TIMSS & PIRLS International Study Center. http://timssandpirls.bc.edu/pirls2016/international-results/

OECD. (2019). *PISA 2018 Assessment and Analytical Framework*. OECD Publishing

Patih, A., Nurulah, A., Hamdani, F., & Abdurrahman, A. (2023). Upaya Membangun Sikap Moderasi Beragama melalui Pendidikan Agama Islam dan Pendidikan Kewarganegaraan pada Mahasiswa Perguruan Tinggi Umum. *Edukasi Islami: Jurnal Pendidikan Islam*, *12*(001), 1387-1400.

Rahman, A. (2024). *Program Deradikalisasi melalui Pendidikan Agama Islam di Sulawesi Selatan (Konsep dan Strategi Darud Dakwah Wa Al Irsyad),* (Doctoral dissertation, Universitas Muhammadiyah Parepare).

Rokeach, M. (1960). *The Open and Closed Mind: Investigations Into the Nature of Belief Systems and Personality Systems*. New York: Basic Books.

Sendayu, F. S. (2012). Pengembangan Panduan Pelatihan dengan Teknik Biblioterapi untuk Meningkatkan Kecerdasan Sosial (Social Intelligence) Siswa SMK. *Jurnal Ilmiah Kanderang Tingang*, *3*(2), 18-32.

Sirait, M., Setiana, u Membangun Pemahaman Literasip Siswa Sekolah Dasar Kelas Awal. *Jurnal PAUD Emas*, *2*(2), 1-16.

Supriatin, A., & Nasution, A. R. (2017). Implementasi Pendidikan Multikultural dalam Praktik Pendidikan di Indonesia. *Elementary: Jurnal Iilmiah Pendidikan Dasar*, *3*(1), 1-13. https://doi.org/10.32332/elementary.v3i1.785

UNESCO. (2017). *Global Education Monitoring Report 2017/8: Accountability in Education: Meeting Our Commitments*. UNESCO Publishing

Wijayanti, D., & Indriyanti, P. (2016). Pendidikan Multikultural Berbasis Seni Budaya di SD Taman Muda Ibu Pawiyatan Yogyakarta. *Sosiohumaniora: Jurnal Ilmiah Ilmu Sosial dan Humaniora*, *2*(1), 92-115. https://doi.org/10.30738/sosio.v2i1.493

Wineburg, S., & McGrew, S. (2019). Lateral Reading and the Nature of Expertise: Reading Less and Learning More When Evaluating Digital Information. *Teachers College Record: The Voice of Scholarship in Education*, *121*(1), 1–40. https://doi.org/10.1177/016146811912101102

Yanuardianto, E. (2019). Teori Kognitif Sosial Albert Bandura (Studi Kritis dalam Menjawab Problem Pembelajaran di MI). *Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, *1*(2), 94-111. https://doi.org/10.36835/au.v1i2.235