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Research paper

Reading Culture with Medium *Gelis* Tree (School Literacy Movement) in Develop Students' Civic Intelligence

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Abstract

The objective of this research is to describe the development of students' competencies on civic intelligence as a result of reading culture using Gelis Tree (Gerakan Literasi Sekolah or School Literacy Movement). This research was conducted based on regulation issued by Ministry of Education and Culture No. 23 in 2015 on the Development of Virtuous, which contains materials on Development Potential of Learners as a Whole such as 15 minutes daily reading activity for student. This reading activity is meant to create a reading culture and to form the virtuous and character revolution for Indonesian people. The government named this movement as Gerakan Literasi Sekolah (GLS) or School Literary Movement. To facilitate the control on GLS, Lembaga Penjamin Mutu Pendidikan (LPMP) or Institute for Quality Assurance on Education in West Java created a tool or medium called Pohon Gelis or Gelis Tree. Based on the previously described regulation, the effect of reading culture implementation on the development of students' competencies on civic intelligence is investigated. This research utilized descriptive analytical method with qualitative approach. The subjects in this research were students of Sekolah Menengah Pertama Negeri 3 (SMPN 3) or National Junior High School 3, Subang, as the pioneering and referenced school that implementing Gelis tree in GLS program. The participants in this research consisted of pioneering teachers, Civics teachers, class teachers, and students. Research instrument consisted of observation, interviews, study on documents, and questionnaire. Data processing was performed in three stages: data reduction, data presentation, and verification with decision making. From the results it is shown that the implementation of reading culture with Gelis Trees enhanced developed the competencies of students' civic intelligence. The most developed aspects were intelligence quotient, emotional intelligence, and moral intelligence. It also concluded that in addition to shaping the character and virtuous, reading culture also improved civic intelligence.

Keywords: *Reading Culture; School Literacy Movement; Civic Intelligence*

1. Introduction

"Books are the windows to the world" is a very familiar term in human lives. Through reading books one can take a journey to the entire world without the need of leaving ones place. According to (1) 'book is a very powerful weapon that is great for attack and also defense against social changes, including changes in the values of humanity and society'. Thus, the key to open the window to the world is by reading books. Reading is not merely an academic exercise, but it is also a lifelong learning activity. As stated by(2) "Reading is basic building block of learning while the reading is the philosophy of developing a progressive reading attitude". Thus (2) reaffirms: "reading in all its variety is vital to becoming better informed. It helps us to have a better understanding of ourselves as well as others". that this means that reading is very important to add information, obtain understanding, and self-improvement. As the foundation of life, reading also serves as the highest goal that can improve life both materially and intellectually. As described by (3) "Reading matters is both a means and an end to enhancing life both materially and intellectually".

Despite of the great benefits of reading, there are still a lot of people who do not like and are not accustomed to reading. According to (4), "studies and surveys done by UNESCO in 2012, the reading interest of Indonesian people is only 0.001%". (4) say this means that, "among 1000 people, only one person who likes to read". Moreover, according to the document released from Directorate General of Primary and Secondary Education, Ministry of Education and Culture, by (5) that "Organization for Economic Cooperation and Development (OECD) under the Program for International Student Assessment (PISA) in 2012 has claimed that Indonesian students are ranked at level 64 with score of 396 (OECD average score of 496) compared to other participants from 65 different countries".

It shows that the reading interest of Indonesian people is very low. Different from the developed countries, according to which (5) "developed countries such as America, Japan, and Singapore, oblige all students to read at least 30 literary works every year". This led these countries to be strong and well developed countries. When people of a country have a strong reading culture, they become citizens with good characters, intelligent, and skillful. Since the reading interest of Indonesian people is low, it leads to the low literacy and intellectual level of Indonesian people. Thus it is believed that this is one of the reasons that lead to the low quality indices of Human Resources (HR) in Indonesia. As according to (1)'Nation with low literacy of its people will experience a gloomy civilization. Such nation will be the first to be down at the edge of the highway of civilization'.

Today, Indonesia is in a state of literacy emergency. As an effort to handle the problem, the Government through the Ministry of Education and Culture has made a program called *Gerakan Lit-*

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erasi Sekolah (GLS) or School Literacy Movement under the regulation issued by Ministry of Education and Culture No. 23 in 2015 on the Development of Virtuous Character. This movement acts as an effort to enhance reading culture among the students. GLS activity requires students to read a book, excluding the textbook, for 15 minutes every morning before the start of classes.

Lembaga Penjamin Mutu Pendidikan (LPMP) or Institute for Quality Assurance on Education in West Java created a unique innovative tool in implementing the GLS, called *Pohon Gerakan Literasi Sekolah* (*Gelis*) or *Gelis Tree*. The main characteristic of this tool is that the class teacher sketches a picture of a tree; any students who have finished reading a book should report to their class teacher, and the teacher will then put a leaf bearing the student's name and the title of the book he/she had read. The utilization of *Gelis* Tree in reading culture will open the insight of the students, and also develop the virtuous and character of the students. As students are taught to read books, their insight will be broadening and their intelligence will increase, both in terms of knowledge and personality. Because of reading all knowledge can be acquired, including insights and skills. This is in line with (6) "Reading, in all its variety, is vital to our becoming better informed, having a better understanding of ourselves and others, and to our development as thoughtful, constructive contributors to a democratic and cohesive society". According to Mialaret (6) 'Reading above and beyond basic or functional reading, fosters the reader's personal, moral and intellectual growth. It is also a source of inspiration, and entertainment, and gives insight into ourselves and others'. Furthermore, according to (7), "a student with good reading skills has accomplished his duties as a citizen". (2)'Maintains that children need to be proficient in reading for them to prosper in their academic work and carry out their duties as citizens of a self-governing society'. (7) added further that "Civic intelligence: it refers to the ability of humankind to use information and communication in order to engage in collective problem solving". Based on previously stated facts, it is a great interested to study and investigate on the influence of reading culture to the development of civic intelligence.

Civic intelligence is one of the three main objectives of Civic Education. Civic intelligence means that the intelligence of citizens, including intelligence quotient, emotional intelligence, social intelligence, and spiritual intelligence. It is mentioned by (8) that:

"In general, the purpose of a country in developing Citizenship Education (Civics) is that all citizen shall be a good citizen, with intelligence (civic intelligence), whether intellectually, emotionally, socially, and spiritually; have a sense of pride and responsibility (civic responsibility); and able to participate in the life of society and state (civic participation) in order to grow a sense of pride and love for the homeland."

(9) explain the dimensions of civic intelligence, which consists of: "smart intellectually, intelligence quotient, emotional intelligence, spiritual intelligence, and moral intelligence". In the current work the impact of reading culture to the development of civic intelligence will be investigated and discussed. In line with (6) "Reading, in all its variety, is vital to our becoming better informed, having a better understanding of ourselves and others, and to our development as thoughtful, constructive contributors to a democratic and cohesive society".

2. Literature Review

A simple definition of reading culture is a continuous reading activity. Many experts formulate the definition of reading culture in depth. Among them are Behrman (6) 'defines a culture of reading as an integrated pattern of reading behaviors, practices, beliefs, perceptions and knowledge'. Reading habits will further strengthen the development a positive self. In accordance with (10) 'Reading habit is the key to students' academic success'. Similarly, Igwe view (10) 'Reading culture, therefore imbibes reading as an instrument for growth and development'.

The above opinion has been widely believed by experts and major research institutions, such as Ministry of Finance and Economic Planning (MINECOFIN) (6)

The reading culture is one of the fundamental building blocks of learning. Becoming a skilled and adaptable reader enhances the chances of success at school and beyond. Reading is not just for school, it is for life. Reading, in all its variety, is vital to our becoming better informed, having a better understanding of ourselves and others, and to our development as thoughtful, constructive contributors to a democratic and cohesive society.

According to MINECOFIN, reading is a lifelong activity that is very important to obtain information and have a better understanding and for self-development. Then (2)r einforces the concept, that reading culture can increase the ability to solve problems: "Reading gives us access to full participation in various activities in our modern society. It adds quality to our lives by giving us access to various cultures and cultural heritages. Reading empowers and emancipates us as citizens as well as brings people together as a nation". (2) stated further that 'becoming a skilled and adaptable reader enhances the chances of success at school and beyond. Reading is not just for school, it is for life. This is so because the quality of age long or lifelong discoveries of new things through the boost of intuitive knowledge and its adaptability on various issues of life is enshrined in the reading culture'.

Further that (2) assumes that "reading in all its variety is vital to becoming better informed. It helps us to have a better understanding of ourselves as well as others". In fact it turns out reading function is not only to add information but more than, (6) 'remarks that extensive reading, i.e., reading above and beyond basic or functional reading, fosters the reader's personal, moral and intellectual growth. It is also a source of inspiration, and entertainment, and gives insight into ourselves and others'.

This fact has been demonstrated in the Fosudo research (2) 'explains that a student who does not possess good reading skills tends to grow a negative attitude towards learning and this can even lead to his having self-esteem problems in later life'. Therefore reading culture and literacy is essential to have and to be noticed, as described by UNESCO Institute for Statistics (11):

"Literacy is very important – many would say a human right. A good quality basic education equips pupils with literacy skills for life and further learning; literate parents are more likely to keep their children healthy and send their children to school; literate people are better able to access other education and employment opportunities; and, collectively, literate societies are better geared to meet development challenges. Indeed, the emergence of knowledge societies makes literacy even more critical than in the past. Achieving widespread literacy can only happen in the context of building literate societies that encourage individuals to acquire and use their literacy skills".

In essence reading culture is a habit of reading that should be a priority, because as a foundation of learning and for self-development. Reading can improve other skills, especially civic intelligence, national character, and virtues. Looking at countries that have a high reading culture, it is evident that their citizens become intelligent citizens(12) "prefixing the modifier civic to intelligence signifies that it is something that is activated in service of civic aspirations. The term acknowledges the potential of an intelligence that can be cooperative, that isn't evaluated or accomplished by winning or by profits or market share". According to Schuler the term civic intelligence begins with the aspirations of society, this term refers to the competence that must be owned by the community, but this competency is not in the evaluation. (12) also explains that civic intelligence is a collectivity of citizens' abilities, not just about mere intelligence but related to one's maturity:

"Civic intelligence is a form of collective intelligence, which is directed towards positive social change. It could be characterized as social learning, design, and engagement. It's inherently interdisciplinary as it bring together such disciplines as sociology, psychology, cognitive science, political economy, media studies,

education, public policy and others. Perhaps most importantly, it helps us answer the question of whether we will be smart enough soon enough".

(7) adds that "Civic intelligence: it refers to the ability of humankind to use information and communication in order to engage in collective problem solving". Then (9) reveals the dimensions of civic intelligence, which consists of: "is intelligence quotient, emotional intelligence, spiritual intelligence, and moral intelligence". While according to (9)"intelligent citizens (civic intelligence) is indispensable for the survival of the nation and state, not the exception of the Indonesian nation". (9) stresses that:

"Civic intelligent has an important role to take part optimally in order to raise the nation of Indonesia towards new, more modern civilization and democratic. With the civic intelligent in addition will raise the dignity of the nation, will also make a nation of Indonesia as a state and nation competitive in the global arena today".

3. Methodology

This research done in the SMP (Junior High School) 3 Subang, because this school is considered a wealth of information required in this research. The reason for choosing this school as the study population because this school is a pioneering school of GLS referred by the local Education Department, and already implemented the School Literacy Movement with medium *Gelis* tree for two semesters.

The design of the research used a qualitative approach with descriptive analytical method. A qualitative approach was chosen in this research because the theme in this studied is the social themes that the students' civic intelligence, and move from the existence of a social phenomenon that is the implementation of school literacy movement. While the descriptive method is used with the aim to describe how the implementation of a reading culture with medium *Gelis* Tree (School Literacy Movement) in SMPN 3 Subang, and then in depth analysis to know the causal of the effectiveness that *Gelis* Tree to the development or improvement students' civic intelligence.

The sampling technique used in this research is proportionate stratified random sampling technique. At the level of the middle school have class strata, from class VII, VIII, and IX. SMP 3 Subang, each stratum class consists of nine classes, and then to retrieval of data selected the three classes for each stratum as the sample. Selection of the class is used as the sample is based on fertility rates *Gelis* Tree or a high level of participation read. While the participants in this study include:

a. The design team or GLS pioneer teacher at SMP N 3 Subang, because its capacity as executor and responsible GLS in school, it is necessary to explain the steps to implement GLS with medium *Gelis* Trees in general.
b. Civics teacher, because capacity as the responsible party in the develop civic intelligence, virtuous, and character. Civics teacher can assess the level of development civic intelligence after their school literacy movement.
c. Representative class teachers, because the capacity as the key and control over *Gelis* Trees in the classroom. Class teachers more to know that how often children read, what books to read, how they take the wisdom literature, and how the application of readings on student behavior.
d. The students were selected as sample, because they are the most important research subject. Researchers are trying to get a picture of how development students' civic intelligence. Students serve as a participant by filling out a questionnaire. Additionally selected one student from each class to be interviewed about his development civic intelligence.

Research instrument consists of observation, interviews, document study, and questionnaire. Observation techniques used are structured observation using observation sheet in the form of notes, check lists and rating scale. While the interview was conducted by face to face with the types of questions is open question. While studies document that examines the implementation guide books GLS, and the documents of the student's work, transcripts, and records violations of the student. The questionnaire is used as an additional instrument to support or corroborate the results of observation, interviews and study document. The form of a questionnaire used in this research was a questionnaire structured with closed questions. The shape of the scale used is ordinal scale in the form of a Liker scale, with intervals as follows: 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, 1 = strongly disagree.

The data analysis is descriptive analytic based on the facts found in the field and later became a generalization or theory. Descriptive analysis is about how to summarize a set of data that is easy to read and quick to provide information. Data analysis techniques used in this research is a version of Miles and (13) explains measures data analysis Miles and Huberman version consisting of:

a. Reduction data: Reduction performed since data collection began by summarizing, encodes, tracing the theme, make groups, write a memo, and so forth, in order to set aside the data or information that is not relevant.
b. Display data / presentation: Data that has been reduced will not give any meaning or did not give an overall picture. Therefore we need a display data or presentation of the data, that is the description of a collection information arranged which gives the possibility of drawing conclusions and taking decision.
c. Decision-making and verification: inference and verification is the activities at the end of qualitative research. Researchers defined the meaning of data should be verified correctness, suitability, and solidity.

4. Results and Findings

4.1. Implementation of Reading Culture with Medium *Gelis* Tree (School Literacy Movement) in Develop Students' Civic Intelligence

In an effort to create a reading culture, the government created a movement called School Literacy Movement (GLS). The goal is to make people more literate literacy, so that Indonesian society is having the comprehensive insight, character and virtuous. GLS is a program of the Ministry of Education and Culture of the Republic of Indonesia. According to the Guide School Literacy Movement by (5)"GLS is a thorough effort made to make the school as a learning organization that citizens literate lifelong through civic engagement". In (14)

"Types of activities to Virtuous Growing Movement in Schools through habituation, which include: Development Potential of Learners as a Whole, the activity must read 15 minutes every day to read books other than textbooks. The process implementation of literacy activities is divided into three stages, namely are habituation stage, development stage, and learning stage".

In the implementation of GLS and *Gelis* Tree, SMPN 3 Subang follow the guidelines created by Ministry of Education and Culture, and Education Department of West Java, although there are a few things that changed because adjusted to the conditions and needs of students. In the habituation phase of the literacy movement in SMP N 3 Subang, carried out with 15 minutes reading activities both reading silently and read aloud do every day in the early hours of the school. During this stage, the students have read a daily read journal, which describes how much the number of pages read in a single day.

Reading a book at this stage is not followed by a task that is a bill or assessment. Teachers simply ask a question lightly, or conduct book talk about student responses toward the book that has just been read. At this stage the selected book is a book that is in accordance with the stages of child development junior high school age, useful and interesting to read out and contain moral values,

literature, beauty, motivation, relevance to the child's condition. Book content should contain a message of character values, spreading a spirit of optimism, and develop critical thinking skills, creative and innovative. When the students finished reading a book, he should report it to the class teacher, that teacher paste the new leaf containing the student's name and the title of the book.

Teachers, principals, and administrative personnel became a model in reading by contributing read during the activity. Their literacy movement in SMP N 3 Subang also supported with existing library in good condition and has a complete book that good anyway. There is a reading corner in each classroom that consists of a small bookcase and a number of books. There is also a campaign poster or tagline that motivated in the classroom or in the corridor. There is also a text-rich materials are posted in each classroom in the form of madding already containing results of students' works such as poems, rhymes, and stories.

In this habituation phase the students have been accustomed to read and comprehend what they read. Therefore the literacy movement in SMPN 3 Subang may progress to the stage of development. The principle at the development stage same to the stage of habituation, the difference is the follow-up or any bill that must be met by the students after the reading. In the development stage, students are encouraged to demonstrate the involvement of thoughts and emotions with the process of reading through productive activities spoken or in writing. The bill could be a brief presentation tasks, write a simple, presentations, craft, or acting in response to reading. Productive activity is not rated academic assessment. In this development phase students hone critical thinking skills, analytical, creative, and innovative, and look for the link between books read with themselves and their surroundings.

The guidelines stated that at this stage of reading development remains to be done for 15 minutes every day. However, the implementation of SMPN 3 Subang, reading is designed into every Wednesday just for 30 minutes in the field. This is accomplished because the school wanted to minimize the time or hours of teaching and learning activities that were interrupted by the virtuous growth activity. Because the virtuous development activities is not only just reading, but also has other activities.

Although reading in SMP N 3 Subang today do not do every day, yet beyond that students still have to read. There are bills to be met the student. And this does not reduce or destroy the atmosphere of literate culture. Most importantly, the reading culture should not only take place at school, but should be everywhere. That like opinions (15): "Hence, reading and writing are not merely part of one aspect of life such as school and work, but are practiced both at home and during leisure time. When people only use reading and writing at school we perceive this as being part of a school culture and not a reading culture".

Furthermore, there are various follow-up activities in the form of produce spoken or written responses. Verbally, students are asked to explain the contents of the book that has been read. In writing students must make *Ishikawa Fishbone* or 5W 1H analysis in the form of a fish skeleton. Students also have a portfolio that contains a collection of reading response journals. Spoken and written bills are used as nonacademic assessment. Only if the students' work is good and interesting it will be on display at the madding classroom or school hallway.

Overall this development phase has been accomplished, and will be moved to the next stage of the learning phase. In the learning phase, students may be directed to read books related to the lesson, not only lesson the language but also across subjects. If if the literacy movement is used as a learning strategy in Civics will be very effective in improving student understanding. At this stage there is also a bill that is related to academic lesson. But it seems the SMPN 3 Subang not yet ready to implement this learning phase. Due to several reasons: first, the stage of development has not been operating for a semester; each stage should be done a minimum of one semester before going up to the next stage. Second the lack of preparedness and understanding of subject teachers on how to make reading as a strategy for learning. Third, the lack of availability of non-lesson books in the library of a scientific nature and in the student's personal collection. Then at SMPN 3 Subang, School Literacy Movement activities with *Gelis* Tree are at the development stage. Implementation of this movement is going well and effectively, because of the consistency and continuity of implementation in accordance with the guidelines Ministry of Education and Culture.

4.2. Reading Culture with Medium *Gelis* Tree (School Literacy Movement) in Development of Competencies Students' Civic Intelligence

Indonesia has expressed a state of currently in emergency literacy. People who are low literacy fear it would impact on the quality of life, social, and even economic. Other impacts arising from the lack of literature is the poor quality of self, because basically literacy reading culture helped shape the ethical and moral person. This has been proven in research (2)'explains that a student who does not possess good reading skills tends to grow a negative attitude towards learning and this can even lead to his having self-esteem problems in later life'.

Reading not only serves to add to the information, but more than that. (6) says that reading can also affect personal attitudes, morals, and intelligence: 'remarks that extensive reading, i.e., reading above and beyond basic or functional reading, fosters the reader's personal, moral and intellectual growth. It is also a source of inspiration, and entertainment, and gives insight into ourselves and others'. Reading can improve other skills, especially civic intelligence, national character, and virtuous. Due to learn from countries that have a high reading culture, it is evident that the citizens become civic intelligent.

(9) "civic intelligent is indispensable to the survival of the nation, is no exception to Indonesia. Especially Indonesia is trying to get back from adversity that hit". Moreover (9) emphasizes that:

"Civic intelligent has an important role to take part optimally in order to raise the nation of Indonesia towards new, more modern civilization and democratic. With the civic intelligent in addition will raise the dignity of the nation, will also make a nation of Indonesia as a state and nation competitive in the global arena today".

Then (9) reveals the dimensions of civic intelligence, which consists of: "is intelligence quotient, emotional intelligence, spiritual intelligence, and moral intelligence. Their school literacy movement has an influence on all four aspects of civic intelligence". According to the research by observing more closely and continuously on the development of students' civic intelligence as the influence of school literacy movement is reflected in the following table:

Table 1: School literacy movement influence on the development of civic intelligence

Aspects of civic intelligence	Development		
	No progress	There is progress but not significant	Expanded significantly
Intelligence quotient			√
Emotional intelligence			√
Spiritual intelligence		√	
Moral intelligence			√

In the aspect of intelligence quotient, is said to evolve because after their school literacy movement, student' become (1) is able to acquire and use information, (2) capable of fostering discipline, (3) capable of making decisions, (4) able to communicate, (5) able to cooperate, and (6) conducts a wide range of interests properly. The influence of this literary movement makes students more literate on what is going on around it, so as to make the students know the latest information, insight knowledge becomes widespread.

Their *Gelis* Tree has also improved decision-making skills to the problems faced in everyday life. Because readings are students read always provide magical power that can be taken and used as an example. The next impact perceived is the development of analytical thinking skills, critical and creative. That's because like by Sybil (15) explains that reading as an activity which is the basis of communication in the learning process, when reading a person will experience the process of thinking, predicting, questioning, evaluating and redefining:

"Defines reading as a process of communication through which most formal learning takes place. It involves understanding written language and respond to the author's message. Therefore, this means that when one is reading one has to be thinking, predicting, questioning, evaluating and defining and redefining.

Intelligence quotient is also characterized by the ability to build order. After the reading culture of students are able to use right held in accordance with the rules applicable normative. Respect for the rights and obligations as well as the interests of others. Not to impose the will to others, such as opinions, ideas, thoughts, and so forth. Aspects of intelligence quotient are also characterized by being able to communicate. There are differences in language and ethics communication in speaking, from the students who diligently read better than the students who are lazy to read. Besides improved communication quality, the content in question was a more positive and beneficial. This is in line with the opinions (2): "Reading gives us access to full participation in various activities in our modern society. It adds quality to our lives by giving us access to various cultures and cultural heritages. Reading empowers and emancipates us as citizens as well as brings people together as a nation".

Last indicator of intelligence quotient is characterized by the ability to work together and perform a wide range of interests properly. Even in some people, the habit of reading has been cultivating a spirit of leadership. A thriving component of interoperability among altruistic above personal or group interests and most thick felt is the emergence of a democratic attitude.

While the aspect of emotional intelligence, developments are students into 1) have peace of mind (*balance*), (2) have a concern (*awareness*), (3) fulfilling its responsibilities, and (4) have a feeling of empathy. From what students read, they can find the messages or wisdom that are useful for life, so that was the inspiration, motivation, and self-control. Because according to Tarin (1) explains that 'reading is performed and the process used by the reader to obtain the messages conveyed through the media writers' words or written language'.

On the emotional aspect is also characterized by the development of awareness, their concern for others, and care about the environment. This proves the principle (6) which says that reading can also affect personal attitudes, morals, and intelligence: 'remarks that extensive reading, i.e., reading above and beyond basic or functional reading, fosters the reader's personal, moral and intellectual growth. It is also a source of inspiration, and entertainment, and gives insight into ourselves and others'.

The responsibility is also an emotional aspect that is growing. The development is marked by the number of students' decreases violations. Last of the emotional aspect is characterized by having a feeling of empathy. Students have more the feeling of caring for others. A concern is evidenced by helping others who need assistance. It has proven opinion (2)"Reading is basic building block of learning while the reading is the philosophy of developing a progressive reading attitude".

While aspects of spiritual intelligence is less developed significantly. The influence of the reading culture to spiritual intelligence just a little bit and not big. The development that is only found in the students' interest in reading books on religion. However there are some who rated little affected by the literacy movement, the ability to avoid things that are not important, and the ability to refrain from things that are negative. Students who diligently read will fill his time with positive things.

The latter is the aspect of moral intelligence that has developed due to literacy movement. Students become (1) maintain and fortify him with an attitude and a good moral behavior, and (2) avoid bad moral behavior that is contrary to the moral values of society. Moral intelligence marked by the ability to avoid bad moral behavior that is contrary to the moral values of society. After the enactment of this literacy movement, student be always doing good things, always tolerance of differences, and have honest nature. This is consistent with the theory of Mochtar Lubis (1)'the book is a powerful weapon that the strong and great for attack or defense against social changes, including changes in the values of humanity and society'.

The results of the research illustrate the civic intelligence of students experiencing significant growth. Students become better in terms of intelligence citizenship. It appears that since the existence of this literary movement, students are more virtuous, character, proficient or intellect, able to regulate their emotional, and moral.

4.3. Superiority, Weaknesses, and Constraints of Implementing a Reading Culture with Medium *Gelis* Tree (School Literacy Movement) in Order To Develop Students' Civic Intelligence

a. Superiority

School literacy movements made by this government has many positive impacts, as has been described. In addition GLS implementation process, particularly those running in SMP N 3 Subang has six several superiority, namely:

1) The school literacy movements are easy to execute. Provided that there is cooperation between all the elements of education, as well as consistency in practice.
2) Medium *Gelis* Tree is very innovative and creative, making students more interested in reading, it also helps to recapitalize the number of books students have read.
3) The process of simultaneously reading activities do not require a long time, so it does not interfere with the process of learning.
4) The literacy movement can develop the skills of students, because it provides freedom in choosing books to suit their interests and age of the student.
5) The form of evaluation or charges that are not burdensome, because it is not difficult.
6) There is a gift as a form of awards to students, so that students are more motivated and enterprising read. As well as the involvement of external parties, such as alumni and community leaders, in order to motivate students in the cultivation of vortuous character.

b. Weaknesses

School literacy movements, especially the activities carried out in SMP N 3 Subang not immune from flaws and weaknesses. The weakness consists of:

1) For students who can not manage time, this literacy movement makes students too cool to read and forget the main task or academic task.
2) Raw materials of medium *Gelis* tree made of paper easily dislodged and fall, so there are some leaves that fall and disappear.
3) There are many books in the school library were deemed incompatible with the development of junior high school age. As a book that tells a story of romance and books that contain violent content.
4) There is no filtering prior to entering the books to the library. Class teacher was sometimes missed the reporting process books of students, in an effort to look at the feasibility of books. And too many students who did not report in advance of his book to teacher.

c. Constraints

In addition there are weaknesses, there are also constraints encountered, which may hamper the implementation process itself. These constraints consist of:

1) Facilities and infrastructure are still lacking, with respect to the procurement of books in the library. Because the book ideally it should be updated annually. As for procuring new books constrained by cost.
2) The mindset of teachers and students are still many people who think reading is merely entertainment, and the benefit was limited to recreation.
3) School literacy movements is not only targeting students, but also teachers. However, the participation of teachers in reading is less, constrained age and bustle.

5. Conclusion

Based on the analysis, the Researchers took some conclusions which consist of general conclusions and a special conclusion. The general conclusions of this research are reading culture with medium Tree *Gelis* has an impact on the development of competencies students' civic intelligence. As a special conclusion in this study are:

1. Implementation of the literary movement in SMPN 3 Subang has been working effectively, in accordance with the implementation guidelines of GLS in Junior High School of Ministry of Education and Culture. Their medium *Gelis* Tree as GLS has also contributed greatly to the passage of GLS in SMP N 3 Subang. Because through *Gelis* Trees reading culture becomes more alive.
2. School Literacy Movement with medium *Gelis* Trees has developed significantly competencies civic intelligence, which consists of aspects of intellectual quotion, emotional intelligence and moral intelligence of students. Aspects of intellectual quotion marked by: the development of (a) the insights and knowledge of students, (b) the ability to obtain and use information, (c) ability to make decisions, (d) the skills to think analytically, critically and creatively, (e) to build and comply with regulations , (f) improving democratic including good attitude communication, and (g) the ability to work together. Aspects of emotional intelligence is characterized by: the development of (a) skills in response to everything wisely, (b) concern for others, and (c) awareness of the responsibility. While the aspect of moral intelligence is characterized by: the development of (a) the ability to fortify themselves with a moral good act, (b) the ability to avoid moral behavior is bad, (c) a sense of empathy or concern for others and the environment, and (d) tolerance on the difference. Meantime aspects of spiritual intelligence does not show significant progress. In addition to developing competencies civic intelligence, reading culture with medium *Gelis* Tree has developed seven characters, namely increasing penchant to read, curious, active, creative, discipline, reward achievement, and communicative.
3. A superioruty of the medium *Gelis* Tree is contains the aesthetic value and competitive, as well as a means to control the reading culture. While weaknesses leaf is the raw material used is made of ordinary paper so easy to fall off, torn, dirty and broken. Another weaknesses is the absence of a regulator that filters the books in the library, so there are some books that are not worth reading and feared a negative impact on the development of students. While the obstacles encountered is the lack of funds to conduct the procurement new books for the library collections, for renewal book should be done once a year. As well as the mindset of teachers and students who think that reading is just purely for entertainment purposes only.

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