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REGENT SUKOHARJO
PROVINCE OF CENTRAL JAVA
SUKOHARJO REGENCY REGULATIONS
NUMBER 34 OF 2018
ABOUT
IMPLEMENTATION OF STRENGTHENING CHARACTER EDUCATION
AND SCHOOL LITERACY MOVEMENT

BY THE GRACE OF GOD ALMIGHTY

REGENT SUKOHARJO,

Considering: a. that in order to create a cultured Sukoharjo society, upholding noble morals, noble values, wisdom and character through strengthening religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, national spirit, love homeland, respecting achievements, communicative, loving peace, caring for the environment, caring for social, responsible, curious, and fond of reading, need to strengthen character education and school literacy movements;

b. that strengthening character education and school literacy movements as intended in letter a is a shared responsibility; And

c. that based on the considerations as intended in letters a and b, it is necessary to establish Regulations regarding the Implementation of Strengthening Character Education and School Literacy Movements;

Bearing in mind: 1. Law Number 13 of 1950 concerning the Establishment of Regency Areas within the Province of Central Java;

2. Law Number 20 of 2003 concerning the National Education System (State Gazette of the Republic of Indonesia of 2003 Number 78, Supplement to the State Gazette of the Republic of Indonesia Number 4301);

3. Law Number 12 of 2011 concerning the Formation of Legislation and Regulations (State Gazette of the Republic of Indonesia of Number 82, Supplement to Gazette of the Republic of Indonesia Number 5234);

4. Law Number 23 of 2014 concerning Regional Government (State Gazette of the Republic of Indonesia of 2014 Number 244, Supplement to Gazette of the Republic of Indonesia Number 5587) as amended several times, most recently by Law Number 9 of 2015 concerning the Second Amendment to the Law Number 23 of 2014 concerning Regional Government (State Gazette of the Republic of Indonesia of 2015 Number 58, Supplement to the State Gazette of the Republic of Indonesia Number 3079);
5. Presidential Regulation Number 87 of 2014 concerning Implementing Regulations of Law Number 12 of 2011 concerning the Formation of Legislation (State Gazette of the Republic of Indonesia of 2014 Number 199);
6. Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education (State Gazette of the Republic of Indonesia of 2017 Number 195);
7. Minister of Home Affairs Regulation Number 80 of 2015 concerning the Formation of Regional Legal Products (State Gazette of the Republic of Indonesia of 2015 Number 2036);
8. Regulation of the Minister of Education and Culture Number 62 of 2014 concerning extra-curricular activities in basic education and secondary education (State Gazette of the Republic of Indonesia of 2014 Number 958);
9. Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Development of Character (State Gazette of the Republic of Indonesia of 2015 Number 1072);
10. Sukoharjo Regency Regional Regulation Number 8 of 2010 concerning the Implementation of Education (Sukoharjo Regency Regional Gazette of 2010 Number 8, Supplement to Sukoharjo Regency Regional Gazette of 2010 Number 177);
11. Sukoharjo Regency Regional Regulation Number 12 of 2016 concerning the Formation and Structure of Regional Apparatus (Sukoharjo Regency Regional Gazette of 2016 Number 12, Supplement to Sukoharjo Regency Regional Gazette Number 236);
12. Regulation of the Regent of Sukoharjo Number 19 of 2011 concerning Funding for Primary and Secondary Education (Regional Gazette of Sukoharjo Regency of 2011 Number 158);

DECIDE :

To stipulate: REGENT'S REGULATION CONCERNING THE IMPLEMENTATION OF STRENGTHENING CHARACTER EDUCATION AND SCHOOL LITERACY MOVEMENTS.

PIG

GENERAL REQUIREMENTS

article 1

In this Regent's Regulation what is meant by:

1. The region is Sukoharjo Regency.
2. Regional Government is the regional head as the organizing element of Regional Government
lead the implementation of government affairs which fall under the authority of the autonomous region.
3. The Regent is the Regent of Sukoharjo.
4. Strengthening Character Education, hereinafter abbreviated as PPK, is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart, feeling, thought and sports with involvement and cooperation between the education unit, family and community. as part of the National Mental Revolution Movement (GNRM).
5. School Literacy is the ability to access, understand and use things intelligently through various activities, including reading, viewing, listening, writing and/or speaking.
6. The School Literacy Movement, hereinafter abbreviated as GLS, is a comprehensive and sustainable effort to make schools into learning organizations whose citizens are literate throughout life through public involvement.
7. Formal education is a structured and tiered educational path consisting of basic education and secondary education.
8. Non-formal education is an educational path outside formal education which can be implemented in a structured and tiered manner.
9. Informal education is a family education route and environment.
10. Education Unit is a group of educational services that provides education in formal, non-formal and informal channels at every level and type of education.
11. Formal Education Unit is an educational service group that provides formal, structured and tiered education, consisting of primary and secondary education units organized by the central government, regional government and the community.
12. Intracurricular are learning activities to fulfill the learning load in the curriculum in accordance with statutory provisions.

13. Co-curricular activities are activities carried out to strengthen, deepen and/or enrich Intra-curricular activities.
14. Extracurricular activities are character development activities in order to optimally expand students' potential, talents, interests, abilities, personalities, cooperation and independence.
15. Students are members of society who seek to develop their potential through the learning process available in certain pathways, levels and types of education.
16. The School/Madrasah Committee is an independent institution consisting of parents/guardians of students, the school community, and community leaders who care about education.
17. The Education and Culture Service is the Sukoharjo Regency Education and Culture Service.

CHAPTER II

PPK

Part One

Purpose and objectives

Section 2

The purpose of implementing PPK is to realize its formation generation of the nation's children who are religious, nationalist, have integrity, are independent. mutual cooperation, able to adapt to their environment, broad-minded, and have noble character.

Article 3

PPK has the following objectives:

- a. building and equipping students as Indonesia's golden generation in 2045 with the spirit of Pancasila and good character education to face the dynamics of change in the future;
- b. developing a national education platform that places character education as the main soul in providing education for students with the support of public involvement carried out through formal, non-formal and informal education channels by taking into account the diversity of Indonesian culture; And
- c. revitalize and strengthen the potential and competence of educators, education staff, students, the community and the family environment in implementing PPK.

The second part
Implementation of PPK

Article 4

PPK is implemented by applying Pancasila values in character education, especially including religious values, honesty, tolerance, discipline, hard work, creativity independent, democratic, curious, national spirit, love of the country, appreciates achievements, communicative, loves peace, likes reading, cares about the environment, cares socially, and is responsible.

Part Four
Principle
Article 5

PPK as intended in Article 4, is carried out using the following principles:

- a. oriented towards developing the potential of students comprehensively and integratedly;
- b. exemplary implementation of character education in each educational environment; And
- c. takes place through habituation and over time in everyday life.

Part Three
Scope

Article 6

The scope of implementing PPK includes:

- a. The implementation of PPK consists of:
 1. PPK in the Education Unit of the Education Pathway Formal;
 2. PPK in Non-formal Education Education Units; And
 3. PPK in Education Units in the Education pathway Informal;
- b. executor and responsibility.

Part Four
Implementation of PPK

Paragraph 1
Implementation of PPK in Pathway Education Units
Formal education

Article 7

- (1) The implementation of PPK in Formal Education Education Units as intended in Article 6 letter a number 1 is carried out in an integrated manner in the activities of:
 - a. intracurricular;
 - b. co-curricular; And
 - c. extracurricular.
- (2) The implementation of PPK as intended in paragraph (1) is carried out within and/or outside the Formal Education Unit environment.
- (3) PPK in Formal Education Education Units as referred to in paragraph (1) is implemented using school/madrasah-based management principles.
- (4) The implementation of PPK in Formal Education Education Units using school/madrasah-based management principles as referred to in paragraph (3) is the responsibility of the head of the Formal Education unit and the teacher.
- (5) The responsibilities of the head of the Formal Education Unit and teachers as intended in paragraph (4) are carried out to fulfill the workload of teachers and heads of Formal Education Units in accordance with the provisions of statutory regulations.

Article 8

- (1) The implementation of PPK in Intracurricular activities as intended in Article 7 paragraph (1) letter a is the strengthening of character values through activities to strengthen learning materials, learning methods in accordance with curriculum content based on statutory provisions.
- (2) The implementation of PPK in co-curricular activities as intended in Article 7 paragraph (1) letter b is the strengthening of character values which is carried out to deepen and/or enrich Intra-curricular activities according to the curriculum content.
- (3) The implementation of PPK in extracurricular activities as intended in Article 7 paragraph (1) letter c is the strengthening of character values in order to optimally expand the potential, talents, interests, abilities, personality, cooperation and independence of students.

- (4) Extracurricular activities as referred to in paragraph (3) include krida activities, scientific work, talent/interest training, and religious activities, as well as activities for believers in God Almighty in accordance with the provisions of statutory regulations.
- (5) Religious activities as intended in paragraph (4) can be carried out at least through express Islamic boarding schools, religious lectures, catechisms, retreats, and/or reading and writing the Al-Quran and other holy books.

Article 9

- (1) Co-curricular and extra-curricular activities as intended in Article 7 can be carried out through work
The same:
 - a. between Formal Education Units;
 - b. between the Formal Education Unit and the unit Non-formal education; And
 - c. between Formal Education Units and religious institutions/ other related institutions.
- (2) Other related institutions as intended in paragraph (1) letter c at least include government institutions, course and training institutions, cultural studios, community associations/organizations, the business world/industrial world, and/or related professional organizations.
- (3) Non-formal Education Units, religious institutions or other related institutions as referred to in paragraph (1) letters b and c must receive recommendations from the ministry office that carries out government affairs in the local religious sector, related services, or authorized officials.
- (4) In order to preserve and develop a regional identity and characteristics as well as local wisdom, the Education Unit and/ or Regional Government can determine certain activities to be mandatory Co-curricular or Extra-Curricular activities that every Student participates in.

Article 10

- (1) The implementation of PPK in Formal Education Education Units as intended in Article 7 is carried out for 6 (six) or 5 (five) school days in 1 (one) week.
- (2) The school day provisions as referred to in paragraph (1) are submitted to each Education Unit together with the School/ Madrasah Committee and reported to the Regional Government or the ministry office that carries out government affairs in the local religious sector in accordance with their respective authorities. .

(3) In determining the 5 (five) school days as intended in paragraph (1), the Education Unit and School/Madrasah Committee consider:

- a. adequacy of educators and education personnel;
- b. availability of facilities and infrastructure;
- c. local wisdom; And
- d. opinions of community leaders and/or religious leaders outside the School/Madrasah Committee.

Paragraph 2

Implementation of PPK in Pathway Education Units
Non-formal education

Article 11

- (1) The implementation of PPK in Non-formal Education Education Units as intended in Article 6 letter a number 2 is carried out through religious-based Non-formal Education units and other Non-formal Education units.
- (2) Implementation of PPK in pathway Education Units
Non-formal education is strengthening character values through learning materials and learning methods in fulfilling curriculum content in accordance with statutory provisions.

Paragraph 3

Implementation of PPK in Pathway Education Units
Informal education

Article 12

Implementation of PPK in Informal Education Education Units as intended in Article 6
letter a number 3 is carried out through strengthening character values in education in the family and environment in the form of independent learning activities.

Article 13

Further provisions regarding the implementation of PPK as referred to in Articles 7 to Article 12 are regulated by the Decree of the Head of the Education and Culture Service.

Part Five
Implementation and Responsibilities

Article 14

- (1) PPK is implemented by the Education Unit starting from the Early Childhood Education, Elementary School and Junior High School levels.
- (2) The implementation of PPK is coordinated by the Department Education and culture.

Article 15

- (1) The District Education and Culture Service is responsible for:
 - a. prepare policies and action plans for implementing PPK in accordance with its authority;
 - b. socialize, implement, coordinate the implementation of PPK; And
 - c. carry out collaboration between institutions support the implementation of PPK;
 - d. guarantee the implementation of PPK in accordance with its authority;
 - e. prepare competent human resources in implementing PPK;
 - f. monitor and evaluate PPK implementation; And
 - g. report the results of coordination and evaluation of PPK implementation to the Regent.
- (2) The Education Unit is responsible for:
 - a. prepare an action plan for implementing PPK in accordance with its authority;
 - b. socialize and implement PPK;
 - c. collaborate with other parties support the implementation of PPK;
 - d. guarantee the implementation of PPK in accordance with its authority;
 - e. prepare competent human resources in implementing PPK;
 - f. monitor and evaluate PPK implementation; And
 - g. report the results of the evaluation of PPK implementation to the Head of the Education and Culture Service.

Part One
Purpose and objectives

Article 16

The school literacy movement aims to create a conducive atmosphere so that school residents have comfortable opportunities to cultivate reading and writing activities and communicate with their environment.

Article 17

The School Literacy Movement has the following objectives:

a. General purpose

Developing the character development of students through cultivating the school literacy ecosystem which is realized in the School Literacy Movement so that they become lifelong learners.

b. Special purpose

- a. fostering a culture of literacy in schools;
- b. increasing the capacity of citizens and the school environment to be literate;
- c. making the school a fun and child-friendly learning park so that school residents are able to manage knowledge; And
- d. maintain continuity of learning by presenting a variety of reading books and accommodating various reading strategies.

The second part
Scope

Article 18

The scope of GLS includes:

a. The physical environment of the school includes:

- 1. facilities; And
- 2. literacy infrastructure;

b. social and affective environment in the form of support and active participation of all school members; And

c. academic environment in the form of a literacy program that fosters interest in reading and supports learning activities.

Part Three
GLS Implementation Stages

Article 19

- (1) GLS in educational units is implemented in stages by considering the readiness of each educational unit.
- (2) The readiness of each education as intended in paragraph (1) includes:
 - a. readiness of school physical capacity;
 - b. readiness of the school community; And
 - c. readiness of other support systems.

Article 20

- (1) The implementation of GLS in educational units is carried out through three stages, namely:
 - a. habituation stage;
 - b. development; And
 - c. learning.
- (2) The GLS habituation stage as in paragraph (1) letter a aims to foster students' interest in reading and reading activities, through:
 - a. read 15 (fifteen) minutes before the lesson begins by reading aloud and/or reading silently without any charges/without being burdened with additional assignments;
 - b. development of school libraries, reading corners classrooms, and reading areas;
 - c. development of other facilities that support the growth of interest in literacy;
 - d. development of print and/or visual and digital text collections; And
 - e. creation of text materials.
- (3) GLS at the development stage as in paragraph (1) letter b aims to maintain interest in reading and reading activities, as well as increasing students' reading fluency and understanding, through:
 - a. interactive reading aloud, guided reading, independent reading and reading together with enrichment books/non-text lessons;
 - b. discussing or analyzing story elements;
 - c. journaling responses to stories in the form of writing and drawing activities; And
 - d. acting and craft activities based on responses to stories.

- (4) GLS at the learning stage as in paragraph (1) letter c is literacy-based learning with the aim of maintaining students' interest in reading and reading activities, as well as improving students' literacy skills,

by reading enrichment books and textbooks, through:

- a. guided reading activities, shared reading, and independent reading using textbooks;
- b. create a list of questions and insights reading;
- c. carry out comprehension tests on reading content;
- d. write stories with interesting characters; And
- e. use of the School Library and Reading Corner for learning.

Part Four
Executor

Article 21

- (1) GLS is implemented by educational units starting from PAUD, SD and SMP.
- (2) The implementation of GLS is coordinated by the Department Education and culture.

Part Five
GLS Goals

Article 22

GLS targets include school residents or all components of the educational unit:

- a. learners;
- b. Teacher;
- c. headmaster;
- d. educational staff; And
- e. librarian.

Part Six
School Literacy Team

Article 23

- (1) In carrying out the implementation of GLS, the education unit can form a School Literacy Team (TLS).
- (2) TLS as intended in paragraph (1) is a special team appointed by the school principal consisting of:
 - a. school committee members;
 - b. parents/guardians of students
 - c. librarians and other educational staff
 - d. class teachers and subject teachers; And
 - e. literacy volunteers or other community elements.
- (3) TLS as intended in paragraph (1) is determined with the Principal's Decision.

Article 24

Further provisions regarding the implementation of GLS are regulated by the Decree of the Head of the Education and Culture Service.

CHAPTER IV
FUNDING

Article 25

Funding for the implementation of PPK and GLS comes from:

- a. state budget;
 - b. regional income and expenditure budget; And
 - c. other legitimate sources;
- in accordance with the provisions of statutory regulations.

CHAPTER V
TRANSITIONAL PROVISIONS

Article 26

Education units that have not or have implemented PPK and GLS but are not yet in accordance with this Regent's Regulation, within a maximum period of 2 (two) years must conform to the Regent's Regulation

This.

CLOSING

Article 27

This Regent's Regulation comes into force on the date of promulgation.

So that everyone is aware, this regulation is ordered to be promulgated by placing it in the Regional Gazette of Sukoharjo Regency.

Set in Sukoharjo
on June 8, 2018

REGENT SUKOHARJO,

signed

Promulgated in Sukoharjo
on June 8, 2018

REGIONAL SECRETARY
SUKOHARJO DISTRICT,

WARDOYO WIJAYA

signed

AGUS SANTOSA

REGIONAL NEWS SUKOHARJO DISTRICT
YEAR 2018 NUMBER 34

The copy corresponds to the original
HEAD OF LEGAL SECTION,

signed

BUDI SUSETYO, SH, MH
Builder

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