



MORNING LITERACY HABITUATION AS AN EFFORT OF EDUCATIONAL TRANSFORMATION BASED ON HUMANISTIC VALUES IN THE ERA OF SOCIETY 5.0

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Abstract— The low interest in reading and limited digital literacy among Indonesian students remain major challenges in preparing adaptive human resources for the Society 5.0 era. Data from the 2022 Programme for International Student Assessment (PISA) show that Indonesia's reading literacy score reached only 359 points, far below the OECD average, thus emphasizing the urgent need for innovative strategies in fostering a literacy culture. One such effort is the implementation of a morning literacy program in schools as a means of cultivating reading habits from an early age. This study employs a qualitative approach with a literature review method, examining academic journals, research reports, and official documents relevant to literacy, 21st-century skills, and Society 5.0. The findings reveal that morning literacy contributes not only to increasing students' reading interest but also to the development of critical thinking, communication, collaboration, and digital competence. Moreover, the program serves as a medium for internalizing humanistic values such as empathy, responsibility, and discipline, which are crucial in addressing the dynamics of the digital era. This study highlights the novelty of positioning morning literacy not merely as a routine activity, but as a transformative educational practice that integrates local wisdom with global demands. Therefore, morning literacy habituation can be regarded as a key strategy to prepare a young generation that is humanistic, adaptive, and competitive in facing the ethical and cultural challenges of Society 5.0.

Keywords— *Morning Literacy, Society 5.0, Humanistic Education, 21st-Century Skills, Educational Transformation.*

I. INTRODUCTION

Education plays a vital role in shaping holistic human beings and serves as the foundation for developing future generations who are adaptive, competitive, and of high quality. Through education, not only knowledge is transferred, but also character, critical thinking skills, creativity, and essential human values needed to face increasingly complex life challenges. These challenges become even more pressing with globalization, which brings rapid technological

developments affecting nearly all sectors, including education [1].

Globalization exerts a significant influence on education, thereby requiring a paradigm shift to produce human resources who are adaptive to technological advances in the Society 5.0 era [2]. This era simultaneously presents opportunities and challenges for education, particularly in integrating human values with artificial intelligence to nurture a generation equipped with 21st-century skills [3].

Twenty-first century skills such as critical thinking, creativity, collaboration, and communication are inseparable from literacy, as literacy is the fundamental basis for developing analytical abilities, adaptability, and digital competence in the Society 5.0 era [4]. Literacy in this era emphasizes multidimensional aspects, including reading and writing literacy, numeracy, digital literacy, scientific literacy, cultural literacy, and financial literacy as essential provisions for addressing global challenges [5]. However, Indonesia continues to face persistent problems of low reading interest and limited digital literacy. Data from the Programme for International Student Assessment (PISA) in 2022 recorded Indonesia's reading literacy score at only 359 points, down from 371 points in 2018, and far below the OECD average of 476 points. Moreover, only about 25% of Indonesian students reached level 2 or higher in reading literacy, meaning the majority of students still struggle to understand and interpret texts critically [6].

This low reading interest is influenced by external factors such as lack of family support and the dominance of entertainment technologies, as well as internal factors such as low motivation, weak reading skills, and reading habits driven merely by instruction [7]. Therefore, innovative strategies are needed in schools, one of which is the morning literacy habituation program. This program is typically implemented for 30 minutes before classroom learning begins, with the aim of fostering early reading habits while simultaneously building a literacy culture within schools. More than just a



routine, morning literacy habituation is a strategic effort to instill 21st-century skills in students [8].

The novelty of this research lies in repositioning morning literacy habituation not merely as a reading routine, but as an educational transformation strategy to prepare a generation that is technologically adaptive while remaining grounded in humanistic values. Therefore, this study aims to analyze the strategies for implementing morning literacy habituation in secondary schools as an effort toward educational transformation in the Society 5.0 era, focusing on the development of 21st-century skills and the integration of humanistic values. Specifically, this research seeks to answer the following questions: how is morning literacy habituation implemented, how does it contribute to shaping 21st-century skills, and how does it play a role in integrating humanistic values within educational transformation.

II. METHODOLOGY

This study employs a qualitative method using a library research approach. This approach was selected as it is suitable for examining the concepts, practices, and strategies of morning literacy habituation as a transformative educational effort grounded in humanistic values within the Society 5.0 era. The data were obtained from national and international journals, academic books, research reports, and official documents relevant to literacy, 21st-century skills, humanistic education, and Society 5.0 [9].

The research process was carried out through several systematic stages. First, literature identification was conducted by selecting relevant sources from academic databases such as Scopus, Google Scholar, and international organizational reports (OECD, UNESCO). Second, literature selection was based on inclusion criteria, namely the relevance of the theme to morning literacy, humanistic education, and Society 5.0, as well as the credibility of the sources. Third, content analysis was performed on the selected literature to identify patterns, key themes, and issues related to the challenges and opportunities of implementing morning literacy in secondary schools. Fourth, synthesis and conceptual construction were conducted to build a framework for understanding morning literacy habituation as an educational transformation strategy that integrates humanistic values with 21st-century skills in the context of Society 5.0 [10].

The results of this literature review are expected to provide a comprehensive understanding of the role of morning literacy habituation in strengthening school literacy culture, while also filling the gap in research concerning the repositioning of literacy programs as transformative educational practices amid the ethical, cultural, and social shifts of the Society 5.0 era.

III. RESULTS AND DISCUSSION

A. Implementation of Morning Literacy Habituation in Schools

Morning literacy habituation is a structured school program designed to cultivate reading habits from an early age

through routine reading activities conducted in the morning before classroom learning begins. Typically lasting 15–30 minutes, it involves not only students but also teachers and school staff. This initiative is aligned with the School Literacy Movement (Gerakan Literasi Sekolah/GLS), particularly its habituation stage, which emphasizes consistent reading routines to foster sustainable literacy culture [9], [10]. At the national level, the program supports the National Literacy Movement (Gerakan Literasi Nasional/GLN), as mandated in Ministerial Regulation No. 23/2015 on Character Development and strengthened by Regulation No. 8/2019 on Literacy Promotion [11]. These policies highlight the government's commitment to integrating literacy practices into school, family, and community settings as a foundation for educational quality improvement.

B. Impacts of Morning Literacy on Students

Morning literacy habituation has proven to be more than a routine practice; it is a strategic approach that influences students' literacy skills, learning motivation, and character development. Repeated engagement in reading activities builds automatic behavior consistent with habit formation theory, where consistent repetition leads to sustainable behavioral change [12], [13].

Research indicates that regular morning reading enhances comprehension skills, nurtures self-discipline, and fosters intrinsic motivation for learning [14]. Moreover, it strengthens positive character traits such as responsibility, empathy, and independence [15]. These findings are consistent with the view that literacy serves as the foundation for 21st-century competencies, including critical thinking, communication, collaboration, and creativity [16].

C. Challenges and Barriers in Implementation

Despite its benefits, morning literacy faces several challenges. The most significant is the low reading interest among students, coupled with limited mastery of digital literacy, which is increasingly vital in the Society 5.0 era [17]. External barriers include lack of family support, insufficient school facilities, and competition with entertainment technologies that capture students' attention [18]. Internal barriers include low motivation, weak reading ability, and dependency on teacher instructions [19].

Durkheim's concept of social facts illustrates how structural and cultural conditions exert external pressures that shape individual behavior [20]. In modern contexts, excessive dependence on smartphones and digital entertainment has reduced students' willingness to engage in meaningful reading [21], [22]. Teachers also face difficulties due to inadequate resources, lack of parental involvement, and limited student engagement [23]. These challenges highlight the need for a more comprehensive approach to sustaining literacy programs.

D. Relevance of Morning Literacy to Society 5.0

In Society 5.0, literacy extends beyond reading and writing to include digital, scientific, cultural, and financial literacies [24]. Morning literacy habituation provides a platform for students to practice accessing, evaluating, and analyzing diverse sources of information, both printed and digital, thus



reinforcing their readiness to participate in a super-smart society [25], [26].

This aligns with the vision articulated by the Government of Japan in 2016, which emphasizes a human-centered, technology-driven society [27]. In this sense, morning literacy is not only about improving academic skills but also about nurturing digital competence and humanistic values such as empathy, social responsibility, and cultural sensitivity [28], [29].

Therefore, morning literacy habituation must be viewed as a transformative educational strategy that simultaneously cultivates 21st-century skills and strengthens humanistic values. Its novelty lies in repositioning literacy routines as a means of preparing globally competitive, technologically adept, yet human-centered citizens for the challenges of Society 5.0 [30].

IV. CONCLUSION

Morning literacy habituation has proven to be an effective strategy for fostering a literacy culture in schools. This program not only improves students' reading skills and text comprehension but also contributes to the development of positive character traits such as discipline, responsibility, independence, and intrinsic motivation for learning.

Furthermore, morning literacy is highly relevant to the demands of 21st-century skills and the vision of Society 5.0, as it cultivates critical thinking, creativity, collaboration, communication, and digital literacy. By embedding humanistic values, this practice goes beyond a daily routine and functions as a transformative educational strategy to prepare a generation that is both technologically adaptive and human-centered.

The challenges faced—such as low reading interest, limited digital literacy, and insufficient support from families and school facilities—indicate that successful implementation of morning literacy requires continuous collaboration between schools, families, and communities. The novelty of this study lies in its emphasis that morning literacy should not merely be viewed as a school routine but rather as a transformative instrument to prepare a digitally competent, humanistic, and globally competitive generation.

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