



Literacy Conditions of Reading, Writing and Calculating for Elementary School Students

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ARTICLE INFO

Article history:

Received 18 December 2020

Received in revised Form 06 January 2021

Accepted 1 February 2021

Available online 09 February 2021

Keywords:

Literacy, Reading, Calculating, Writing

ABSTRACT

The lack of interest in students in reading and writing had a low impact on literacy culture, caused by a lack of awareness of parents at home to accompany the learning process and a lack of teacher commitment in the GLS education resulting in low skin of learners. This study aimed to analyze the basic literacy (reading, writing, and numeracy) of elementary school children. The type of research used in this study was qualitative descriptive research. The data collected was obtained from the principal and three teacher homeroom methods of interviewing, observation, and documentation studies. This study used analysis techniques from Miles, and Huberman described in (Sugiyono, 2017), which consists of 1) Data Collection; 2) Data Reduction; 3) Data Display; and 4) Conclusion drawing/verification. The results showed that some indicators had not been implemented 100% in basic literacy planning, caused by time problems in implementing literacy activities, reduced collection materials in the classroom at the end of the semester, and reduced teacher commitment to implementing reading habituation classroom. So, the literacy condition had not

been running optimally. This can be seen from several factors that have not been implemented, such as the number of visits to the library, the number of collections supporting the GLS program. GLS constraints were the implementation time, inadequate collection amount, and lack of teacher commitment in applying literacy. Given that Literacy capability becomes a very important aspect in producing good competitiveness, this should be noted.

1. Introduction

Industrial revolution 4.0 and education are two things that cannot be broken. The existence of industrial revolution 4.0 is a sign of the emergence of digitalization in all aspects of life (Alaloul et al., 2020; Bilotta et al., 2020). This condition certainly demands changes in various elements to feel between human and technological capabilities (Khonitan & Utami, 2018). Human beings who can compete must be human beings who have literacy skills. Literacy is an ability related to reading, thinking, and writing activities that aim to improve the ability to understand information critically, creatively, and reflectively (Titik et al., 2017). Forms of literacy that need to be developed are listening, speaking, reading, and writing (Purwanti, 2017; Relmasira, 2019). Good literacy skills will provide a wider opportunity for children to compete in the world of work. Literacy ability will make the child receive the right and good information (Arwansyah & Wahyud, 2017). That's why literacy capabilities are very important for developing in school (McKeever et al., 2017). The role of teachers in developing the literacy skills of elementary school children is very important (Pomerantz & Condie, 2017). Because teachers will design learning, learning combined with literacy programs can improve children's literacy skills (Chen et al., 2017; Yuliyati, 2014). The implementation of a good literacy program will result in a good lethargy campaign as well. Surely this will not work if the school community and parents do not support it.

The current condition is very different from expected. Based on the initial analysis results, there are still problems in the implementation of basic literacy. The lack of interest in students in reading and writing so that the low culture of literacy and the lack of awareness of parents at home to hone children's ability in accompanying so that the habits and spirit of learners in reading and writing are reduced. There is also no fixed schedule of libraries for reading for low-grade learners, in contrast to high-class students who have a plan to the library to read and minimal reading facilities and infrastructure. This condition impacts children's literacy skills differently even though its already done literacy programs in schools (Condie & Pomerantz, 2020; Rini, 2018). Another problem is that math literacy is still a problem to this

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day. Phobias have emerged among students in math lessons (Goenawan & Wijayanti, 2018). The results reinforce this condition that Indonesia is at a low ranking in multiliterate capability (Abidin et al., 2017).

Many ways have been done to improve child literacy capabilities, one of which is digital technology (Li et al., 2021). Another way is to implement literacy programs in elementary schools. Literacy learning in schools should not be taught separately but should be integrated into the regular curriculum (Chen & Chen, 2013). Therefore, the literacy program is precisely the school literacy movement. The School Literacy Movement (GLS) program aims to: foster a culture of reading and writing literacy for students in schools, provide awareness to students of the importance of literacy culture, make the school environment fun, and support further literacy learning activities by presenting a variety of reading books. Literacy learning in schools is done to habituate students, which is the responsibility of educators in every education that certainly requires reading and writing skills. GLS is implemented to foster students' reading interest and improve reading skills to be mastered better (Azimah, 2019; Khotimah et al., 2018). Each school has a different program or method to use GLS. One of them is by making a reading corner in the classroom marked by the activities and enthusiasm of students in reading books before the lesson begins and at the time of rest hours (Aswat & Nurmaya G, 2019).

GLS in schools has a positive impact on improving school literacy skills. The existence of GLS influences the motivation and learning outcomes of children. This is because the school literacy movement begins with doing activities (habituation) reading before learning starts with 15 minutes. This will certainly affect the mastery of student knowledge. The existence of GLS is concerned about the value of students' independent character (Labudasari & Rochmah, 2019). The School Literacy Movement can foster and develop a good attitude and noble ethics through multiliterate learning (Wiratsiwi, 2020). So, with GLS, children's literacy skills are improved, but many earthquakes are also improved, such as learning outcomes, learning interests, motivation, and character of children. The importance of GLS is done to improve the quality of education. Knowing the basic literacy conditions of elementary school students can be petrified in taking appropriate actions to realize learning objectives. Given that basic literacy has a lot of impact on other literacy skills and good basic literacy skills will be able to improve student's learning outcomes. To develop children's literacy skills, GLS are needed that are in line with students' needs. How effective the GLS implementation is to compress the literacy capability needs to be analyzed. Therefore, research exploring basic literacy (reading, writing, and numeracy) of elementary school children is conducted.

2. Methods

The type of research used in this study is qualitative descriptive research. The research procedure consists of, 1) problem determination, problems are based on initial observations related to basic literacy; 2) determination of the title; 3) determine the focus of research, the focus of research to be researched was how to plan, implementation, and supporting factors and inhibition of basic literacy skills; 3) research phases, qualitative descriptive research aimed at exposing and describing and mapping facts based on perspective or frame of mind; 4) data collection stage, collecting data using interview data collection techniques, observation and documentation; and 5) Analisis data, after all, data collected then conducted data analysis, researchers using Miles and Huberman data analysis namely data reduction, data presentation, and conclusion withdrawal. Data collected was obtained from the Principal and three homeroom teachers. The research data were collected by interview, observation, and documentation studies. 1) The **interview**, in interview activity began by asking the Principal for permission to interview grade I teachers and other resource persons, which aimed to get more information about the implementation of basic literacy at SDN 114 Pekanbaru. 2) **Observation**, Observation was a data collection technique conducted by observing objects to be studied, analyzing, and recording the findings at the research site. Researchers will observe how plans, processes, and supporting factors and inhibitions in the implementation of basic literacy at SDN 114 Pekanbaru and 3) Documentation, in this study, researchers will use documents, photos/videos, audio recordings from interviews, as well as small notes that can support the truth of the interview results. The data collection method used the instrument; the instrument grid used is described in table 1.

This study uses analysis techniques from Miles, and Huberman described in (Sugiyono, 2017), which consists of 1) Data Collection, 2) Data Reduction, 3) Data Display, and 4) Conclusion drawing/verification. The test on qualitative research includes trust, reliability, dependency, and certainty. Credibility test was conducted by extension of observation, increased perseverance in research, triangulation, discussion with colleagues, negative case analysis, and member check. This transferability related to the extent which the study results can be applied or used in other social contexts and situations. A dependability test was conducted by auditing the entire research process. Testing the affirmability

means trying the results of research associated with the procedure performed. If the study results were a function of the process carried out, then the research had met the standards of affirmability.

3. Result and Discussion

Basic Literacy Planning in Class

In general, basic literacy planning at SDN 114 Pekanbaru was based on programs that have been designed by the school, namely routine programs and supporting schedules. The regular program at SDN 114 Pekanbaru was to conduct reading activities for 15 minutes before the learning process began. While the supporting program at SDN 114 Pekanbaru provided facilities and infrastructure to support basic literacy activities at SDN 114 Pekanbaru and provided a reading corner in each class to facilitate students' basic literacy activities. Basic literacy planning at SDN 114 Pekanbaru can be seen in preparing RPP and syllabus containing indicators, indicators of basic literacy activities. In addition to being conducted by teachers and the field of study, basic literacy planning was also carried out by the library officer of SDN 114 Pekanbaru. Planning of basic literacy activities by library officers of SDN 114 Pekanbaru includes (1) preparing a budget plan for providing library services and infrastructure, especially concerning basic literacy (2) planning the workload and facilitation of students in borrowing books in the library (2) planning the fulfillment of books that become the needs of students (3) planning the procurement of literacy activities (competitions and visits) in certain moments, and (4) planning budgets proposed in schools concerning basic literacy activities. More details of interviews and observations related to planning are described as follows. **First**, the availability of books that students will use to study was good. The available books started from textbooks to fairy tales. The booklet was also very good. There were many variations of books in the library. With existing books, students can find the book they will read. They were starting from the material book and outside the material. **Second**, Regarding the schedule of book borrowing in the library. The program had not been held for grade I students. One factor was the difficulty of directing / controlling grade I students to the library so that grade I students can still borrow books or read books from the reading corner in their respective classes. SDN 114 Pekanbaru already had a good library, where books will make it easier for students to add insight, ranging from textbooks to other fairy tale books with the completeness of books in the school library, so students easily search and find books that want to be read.

Third, reading activities 15 minutes before the learning process began have been implemented at SDN 114 Pekanbaru. This activity has been implemented in low and high classes. In this activity, students were told to read the desired book. This 15-minute reading activity is very good and can help students fluent in reading. The synopsis writing activity at SDN 114 Pekanbaru has not been applied because the writing synopsis was still difficult for grade I students. Therefore, teachers did writing activities such as telling students to write their own names, parents' names, etc. whose function was to train students in writing, not only that the teacher also wrote in paper and told students to copy them in the book, and gave students writing assignments that aimed to allow students to write properly and correctly so that there were no more letters left behind and easy to read. **Fourth**, the availability of a reading corner was very good. Every class has a reading corner, the book in the reading corner was also very complete. The reading corner was also made as interesting as possible so that students were eager to read books. The availability of books in the reading corner was complete, the books available were textbooks to other fairy tales. With the book's completeness, students easily find the book they will read and a cozy reading corner can make students feel at home to read the book in the reading corner. **Fifth**, there were motivational words in each class that can build or motivate students to learn more vigorously and facilitate/accelerate. Students can read at SDN 114 Pekanbaru for interesting slogans already found in every school corner, namely on the school walls, school hallways, and demanding. The existence of this interesting slogan can improve one of students' reading and writing literacy. **Sixth**, Saturday literacy activities have not been held because there were some obstacles, one of which was the full schedule on Saturdays conducted by students. At SDN 114 Pekanbaru, only high-graders were scheduled to go to the library, not for low-graders, because it has some less controlled obstacles if low-graders were directed to the library.

Seventh, the availability of literacy books was good. The counting book was available in the library and in the reading corner in the classroom to improve their literacy of counting. The availability of literacy books at SDN 114 Pekanbaru was incomplete. But some of those counting books were in the library, and there's also in the reading corner. **Eighth**, the completeness of the book at SDN 114 Pekanbaru had also been very good. There were many variations of books in the library. With existing books, students can find the book they will read. Starting from the material inside and outside the book, some students easily find the book they were looking for. Some were even difficult to find because of the

lack of quality of the book. Therefore, the school must improve the existing books in the library to more easily find the book they are looking for. **Ninth**, the program of activities applied is a 15-minute reading activity before the learning process begins. The implementation of literacy activities at SDN 114 Pekanbaru has been implemented well. For the literacy-friendly environment in the school SDN 114 Pekanbaru, such as reading corners and libraries. In addition, there were also motivational words that can help students to improve literacy activities. And, **Tenth**, singing activities while counting can increase the literacy activities of counting students. In addition to playing, students can also while learning, and students will also not feel bored during counting.

So, the basic literacy program at SDN 114 Pekanbaru had several indicators that have not been implemented 100% in the basic literacy planning. These indicators included (1) the number and variety of reading and writing materials, (2) the frequency of borrowing reading and writing materials in the library, (3) the number of school activities related to reading and writing literacy activities, (4) there was a school policy on reading and writing literacy, (5) the number of writing works produced by students, (6) there is a community of reading and writing literacy in schools, (7) the number and variety of literacy books counts, (8) the frequency of literacy book borrowing counts in schools, (9) the existence of school policies on calculating literacy. This condition was inseparable from the planning carried out. Planning literacy programs is one factor that influences the success of GLS implementation and the achievement of the desired goals (Komang et al., 2017). The headmaster did the planning following the policy, but the achievement of a quality GLS was influenced by the teachers' plan.

Given that GLS must be integrated into the learning process. Literacy learning in schools should not be taught separately but should be integrated into the regular curriculum (Chen & Chen, 2013). Teachers will design learning, learning combined with literacy programs can improve children's literacy skills (Chen et al., 2017; Yuliyati, 2014). Therefore, the role of teachers in developing the literacy capability of elementary school children was very important (Pomerantz & Condie, 2017). By including literacy capability in the learning plan will provide clear guidelines to teachers on what to do. And with the integration between literacy and learning gave teachers the freedom to do all the learning programs that were in line with the student's condition.

The Implementation of Basic Literacy in Class

The implementation of Basic Literacy activities at SDN 114 Pekanbaru fulfilled the literacy stages in schools, including habituation stages, development stages, and learning stages. 1) Habituation stage, the activities at the habituation stage that has been conducted SDN 114 Pekanbaru to fulfill all indicators of it stage. Based on the results of interviews and observations at SDN 114, Pekanbaru had met all the indicators. It was seen in the implementation at the habituation stage, starting from a 15-minute reading activity and discussion activities about books that have been read, posters, and the availability of reading corner facilities and school corners. Development stage. 2) Activities at the development stage can be seen from some research data. Based on interviews and observations from the basic literacy activities development stage, including fifteen minutes of reading at the beginning or end of learning, it was followed up by either produced oral or written reports. Students report their literacy results, the demands/bills of students to report literacy results both verbally and written as a nonacademic assessment supported by the availability of school libraries, reading corners that were comfortable, clean, and healthy. In addition, the school also organizes activities in the form of tours to the library or library visits to other schools. Activities were celebrating certain days with themed literacy. The homeroom teacher carries out the implementation of basic literacy by giving awards to students who have done reading literacy activities to support basic literacy activities and make students prefer reading activities. And 3) The learning phase, basic literacy activities conducted by SDN 114 Pekanbaru at the learning stage, daily reading activities, teachers and students conducting basic literacy activities. Academic and nonacademic bills accompanied the activities, carried out various follow-up activities by the implementers of literacy activities, both verbal and written bills used as educational evaluations, the benefit of various readings for literacy activities, and the head of the school library provides varied reading books (non-learning book books). Literacy activities conducted at the learning stage, among others, can be classified into four dimensions, namely The Dimension of Consciousness, Dimension of Skills, Dimension of Passion, and Dimension of Culture.

The report provided an overview of the implementation of GLS in primary schools. Three stages of implementation were done, namely getting used to. This activity allowed students to get used to reading through the reading program for approximately 15 minutes before learning. This activity will positively influence, not only increase the ability to read (Khotimah et al., 2018), by getting used to reading, students will be able to improve their cognitive abilities and other abilities (Tryanasari et al., 2017). Students who like to read will gain extensive knowledge to achieve optimal learning outcomes to

provide for their future (Wahyuni et al., 2018). Children who have knowledge and insight will certainly be more successful in every stage of their lives, for example, education and perspective (Aswat & Nurmaya G, 2019). Reading can improve self-development, meet intellectual demands, fulfill the interests of life, increase his interest in a field, know the actual things, open the horizons of life for the child, witness the other world, the world of thoughts and musings, and turn the child into an enchanting and delicious speech he said (Aswat & Nurmaya G, 2019). This must also be supported by means and facilities, especially books related to materials and non-textbooks.

The development stage was a follow-up to reading 15 minutes at the beginning and end of the learning. Some follow-ups were done to make a report orally written or about literacy. Further information can also be given in questions that can improve students' ability to receive information and share information. This follow-up was very important because it can increase students' confidence and increase students' motivation to learn more to learn what was in the previous abaca. This will certainly have a huge impact on students' learning outcomes. GLS was implemented to foster students' reading interest and improve reading skills to be mastered better (Azimah, 2019; Khotimah et al., 2018). GLS in schools had a positive impact on improving school literacy skills. The existence of GLS influences the motivation and learning outcomes of children (Wahyuni et al., 2018). The existence of GLS is concerned about the value of students' independent character (Labudasari & Rochmah, 2019). The School Literacy Movement can foster and develop a good attitude and noble ethics through multiliterate learning (Wiratsiwi, 2020). So, with GLS, children's literacy skills were improved, but many earthquakes were also improved, such as learning outcomes, learning interests, motivation, and character of children. After the development stage, the next stage was the learning stage.

The learning stage gave students the ability to understand better the materials provided through reading, writing, and numeracy activities conducted academically and non-academically. The learning process more gives students the agreement to be more active in building their monitoring. Because learning that provided students with the opportunity to create or solve something actively will make the learning more meaningful, meaningful learning will be obtained from the process of students active in the learning experience. Meaningful learning will be generated if students gain knowledge and can develop emotional intelligence, and the learning process is done with a contextual approach (Angela, 2014; Kostianen et al., 2018). Children can obtain experience through activities or problem-solving activities conducted by the scientific process to prove the learning process in the form of experiences used in community life. Students can solve problems if they do read and other literacy activities. Thus, the learning process will positively influence that the student's thinking ability will be improved because hammering the learning process combined with literacy provides students with the opportunity to obtain more information.

The Inhibiting and Supporting Factors in the Implementation of the Basic Literacy Program

The obstacles found in implementing basic literacy include, **first**, time problems in implementing literacy activities. This problem was experienced by the school where the research and other schools implement GLS. Time became the determining factor in the implementation of GLS, because of the amount of material that many teachers still dim apply GLS. Teachers lack time in each lesson, so that teachers are inconsistent in running reading programs for 15 minutes (Azimah, 2019; Komang et al., 2017). This condition was certainly not good and not following the GLS implementation stage of habituation. **Second**, Reduced material collection in the classroom at the end of the semester. The GLS program will not run well if the material collectibles in this case, were not well supported and were in line with students' needs and preferences. The decrease in collectible materials in the classroom library is due to many books that have been damaged or unfit to read. From this issue, the Principal should provide a policy on implementing habituation of reading on certain days simultaneously so that the school residents, namely the homeroom teachers and students, have motivation in carrying out the activity. This obstacle can certainly be done by completing the collection with the help of the school. A complete collection of books will establish the habits of students in reading (Wiratsiwi, 2020). Therefore, reading material is very important to familiarize students with reading. **Third**, the reduced commitment of teachers in carrying out the habituation of reading in the classroom. Implementing basic literacy activities in schools was carried out based on guidance from the homeroom teacher. Still, in fostering interest in reading, it takes time to get used to so that students' reading interests will exist by themselves. The school must implement compulsory reading activities in the classroom for all students to do reading activities on a particular day. With such a policy, it was expected that all classes carry out the habituation of reading. This activity also provided the benefit that with habituation of reading that runs regularly will generate interest in reading in students so that the desire to read by itself will exist

The supporting factors in implementing basic literacy were 1) The Principal's commitment to implement basic literacy in class I. Activity will be carried out properly when the highest leadership in the institution had a responsibility to implement it. The Principal is a supporter of basic literacy activities (Mahfudh & Imron, 2020). The Principal should have a strategy to empower all elements of the school cooperatively, allow them to improve their profession, and encourage them to improve the school program (Fauzan & Faizah, 2019). Also, the Principal's role and function as a motivator because the motivation given by the Principal to the teacher will have a positive impact on the teacher's performance (Fatimah & Fildayanti, 2019). So, the Principal's policy will determine the application of the GLS. 2) Supportive school community. Teachers and students support the implementation of basic literacy at SDN 114 Pekanbaru. They carry out basic literacy according to the schedule created by the school. Students voluntarily bring books from home for basic literacy activities. Teachers try to read the storybooks available in their classrooms to help students understand the stories they read. The first grade teacher stated that "only a few books are read at a glance". This was in contrast to research conducted by (Pradana et al., 2017) which states that lack of funds was one of the obstacles to GLS success. Even at SDN 114 Pekanbaru, the funding was sufficient, but until now the school has not been able to meet the adequate number of books for basic literacy activities due to the lack of human resources in handling book procurement. Since the existence of basic literacy students' reading interest has increased, less than 10% of students in grade I do not like to read. To increase the interest in reading was not easy, it takes a long time and support and various parties so it was expected to be a culture in themselves (Rohman, 2017). The benefit of GLS was to add insight to the child. According to the grade I teacher, "this basic literacy was important because learning was now 21st century learning that aimed to allow students to think critically, collaborate, communicate, and creativity".

4. Conclusion

The literacy capability condition had not been running optimally. It can be seen from several factors that have not been carried out, such as the number of visits to the library, the number of collections supporting the GLS program. GLS constraints were the time of implementation, inadequate collection amount, and lack of teacher commitment in applying literacy. Given that lethargy becomes a very important aspect in producing people who have good competitiveness, this should be noted.

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