

# Need Analysis of Balanced Literacy Indonesian Language Teaching Materials Education Course

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## ABSTRACT

The research aim was to analyze the need for balanced literacy teaching materials to support the Indonesian Language Education course for Elementary School Teacher Education (PGSD) students. Balance literacy is a teaching material that contains material to balance students' basic literacy skills. This study is the initial part of the research and development to be done that targets government policies in the school literacy movement (GLS), the competencies of students of elementary education, and the elementary school curriculum. The subjects of this research were students of elementary teacher education. Data collection techniques include questionnaires, documentation studies, and interviews. Data analysis techniques used quantitative and qualitative analysis. The results of the research on the analysis of the need for balance literacy teaching materials to support the Indonesian Language Education course for PGSD undergraduate students are evidence that balanced literacy teaching materials are needed to support the competence of PGSD students as elementary school pre-service teachers.

**Keywords:** *Balance literacy, Teaching materials, Basic concepts, Indonesian language education*

## 1. INTRODUCTION

As an elementary school (SD) pre-service teachers, Elementary School Teacher Education (PGSD) students must understand and be able to imply balanced literacy as part of their academic competence and competence as educators. In the PGSD curriculum, the concept of literacy is part of the content of the Indonesian Language Education course. In the Indonesian Language Education course, literacy is introduced as one of the concepts of discourse with its various communication media and various fields of study that it covers in the form of balanced literacy. In his description, the material on balanced literacy is not only introduced to the basic concept, but also students can understand, produce, communicate, and behave critically, effectively, legally, and ethically by using multiliterate and multimodality.

Balanced literacy is a term in language learning. Subsequently, the meaning of literacy extends include efforts to develop the human potential that includes intellectual, emotional, linguistic, aesthetic, social, spiritual, with adaptation to the development of technology and information flows. The Prague Declaration in 2003 declared the importance of information literacy, namely the ability to seek,

understand, evaluate critically, and manage information into useful knowledge for the development of personal and social life. Alexandria Declaration in 2005 (as released in [www.unesco.org](http://www.unesco.org)) [1] information literacy is the ability to recognize information needs and when information is needed, identify and locate the information needed, evaluate information critically, organize and integrate information into existing knowledge, utilize and communicate it effectively, legally, and ethically."

From the development of the meaning of literacy which includes all competencies and characters of children, 'balanced literacy' has a very important position. In the introduction and culture of literacy, it is important to be designed in a balanced and not separated (comprehensive).

The reasons that this balanced literacy material is programmed into the content of the Indonesian Language Education Course are (1) Indonesian Language Education is a subject whose content contains language studies as a means of communication; (2) contains content related to language as a means of communication, namely the concept of Indonesian language, Indonesian literature, and Indonesian language skills; (3) literacy and balanced literacy as part

of good communication activities using language media and other media are balanced, and (4) the demands of 21st-century education to educate children to become literate.

Regarding the development of concepts and implications of literacy that are so fast and widespread with multidisciplinary and even transdisciplinary coverage, this research is very urgent and urgent to do. Development research to produce valid and tested balanced literacy teaching materials can equip students to understand the concept of balanced literacy and its implications in designing balanced literacy learning in elementary schools.

This research is the earliest stage in developing balanced literacy teaching materials to support the Indonesian Language Education course for PGSD students, which is a needs analysis. In the needs analysis stage, it is hoped that the research questions can be answered, namely (1) How can understand PGSD students about the concept of balanced literacy? and (2) How is the relationship between the concept of balanced literacy and critical thinking skills as the demands of the 2013 Curriculum?

Based on the formulation of the problem, then the purpose of this research is to analyze the needs of teaching material balance literacy to support Indonesian Language Education course from the side (1) understanding of the concept of balanced literacy in the construction of PGSD student competence and (2) the relationship concept of balanced literacy with critical thinking skills as demands of the 2013 Curriculum.

## **2. METHOD**

This research is the initial part of the research and development to be done, namely the needs analysis phase. According to Azman, et.all [2], there was a significant positive and moderate relationship between perceived usefulness and lecturers' attitude. The result of the study reinforced by the resulting research of Tripathi and Gunain [3] that in the process teaching interesting to balanced between digital and non-digital media. A study about balanced literacy has been done by the researchers that balanced literacy teaching and learning will be needed by the student to increase student competence. In the new era, very interesting to digital literacy. It is an example of using balanced literacy [4]

The beginning of the study includes a needs analysis and constraints analysis. Its objective is the assessment and identification of problems understanding the concept of balanced literacy in the construct of the competence of PGSD students. Data collection techniques were carried out including (1) surveys and need analysis observations, class observation constraints analysis and student competence in selecting, determining, planning, implementing, and assessing balanced literacy teaching materials by conducting interviews with PGSD lecturers and students; (2) review the theory related to the concepts of balanced literacy and critical thinking skills as demands of the 2013 Curriculum. The data analysis technique was carried out on the research data as follows. Data on students' understanding of balanced literacy from the results of questionnaires and interviews were analyzed quantitatively and supported by qualitative data. To calculate the percentage of students' answers, it is done by calculating the value of the existing answers divided by the maximum number of answers in the questionnaire multiplied by 100%.

Furthermore, the data from the results of the document review of the concepts of balanced literacy-related critical thinking skills done by using the contents of descriptive.

## **3. RESULTS AND DISCUSSION**

### ***3.1. PGSD Students Understanding of Concept of Balanced Literacy***

Students' understanding of the concept of balanced literacy can be classified into 3 types, namely understanding the nature of literacy, the nature of balanced literacy, and learning balanced literacy.

There are four categories of students' understanding of the nature of literacy. Students who understand show that iteration is an effort to develop human potential which includes intellectual, emotional, language, aesthetic, social, spiritual intelligence, with adaptability to the development of technology and information flows. There are 2 students or 5% who understand the nature of literacy. Students who understand that literacy is part of the potential that must be had related to all activities related to text for the development of critical thinking skills. There are 18 students or 45% who understand the nature of literacy on the subject of research. The one with the most position in the essence of literacy is that they do not understand the nature of

literacy, which consists of 20 students or 50% who provide insight that literacy is a person's ability to understand the text. The research data shows that there are no students who do not understand literation at all. This shows that little student who understands the importance of literacy as the basic capital for learners.

In digital literacy research shows that no students were very understanding balanced literacy as the development of literacy meaning with the balance between the elements of reading and writing at the beginning of elementary school classes to train the child's independence in pro literacy. Likewise, there are no students who understand balanced literacy as the development of the meaning of literacy by balancing the elements of intellectual, emotional, language, aesthetic, social, spiritual intelligence. There are 2 students or 5% who do not understand balanced literacy because they only understand balanced literacy as part of the understanding text to train students' literacy skills. Most conditions are that there are 38 students or 95% who do not understand balanced literacy at all because they only understand it as a type of literacy.

Regarding the importance of student understanding of balanced literacy in elementary school shows that as many as 37 students or 92% of the sample stated that balanced literacy was very useful for him in carrying out his future duties as elementary school teachers. The 3 students stated that balanced literacy was beneficial for him in carrying out his future duties as elementary school teachers. Not one student or 0% of the sample stated that balanced literacy was not useful or beneficial for him in carrying out his future duties as an elementary school teacher.

### ***3.2. The Relation of the Balanced Literacy Concept with Critical Thinking Skills***

PGSD students as a pre-service elementary school teacher are important to master the concept and learning of Balanced Literacy. As stated in the Design Master literary movement School [1], Handbook literary movement School [5], Handbook Movement of Literacy School [6], Balanced Literacy is one of the strategies undertaken in the school as a series of activities literacy in a balanced, especially it is very important for the growth and habituation of literacy in students.

Balanced literacy is the meaning of broad literacy which includes efforts to develop human potential which includes intellectual, emotional, language, aesthetic, social, spiritual intelligence, with adaptability

to the development of technology and information flows. From the development of the meaning of literacy which includes all competencies and character of children, 'balanced literacy' has a very important position. In the introduction and culture of literacy, it is important to be designed in a balanced manner (balanced) and not separated (comprehensive) [1].

In the implementation in primary schools, balanced literacy is realized in a series of literacy activities [7] consisting of reading aloud, read together, guided reading, independent reading, modeling writing, co-write, guided writing, self-writing, and vocabulary. These activities are also contained in the School Literacy Movement Guide book [7]

In terms of the concept of research that has been carried out, it can be explained as follows. Research by Yuliyati and Sukartiningsih [8] namely research on Learning Reading and Writing Starters based on Balanced Literacy in Children with Special Needs (ABK). From the results of this study, the learning tool for Teaching Reading and Writing Based on Balanced Literacy was successfully developed for Children with Special Needs (ABK). This research, balanced literacy examines the implementation of the components of balanced literacy. This study explores literacy concepts to become teaching materials for basic Indonesian concepts based on the Whole Language and Phonic approaches.

Literacy research conducted by Sukartiningsih, Sukidi, and Darmawati [9] regarding the readiness of the implications of literacy learning for elementary school students in Tosari District, Pasuruan Regency by showing that there are still 95% of teachers who do not understand literacy and its implications in planning, implementing, and assessing literacy learning for elementary school students. This is very concerning when viewed from the importance and importance of literacy learning to prepare a generation that can survive in the era of the Industrial Revolution 4.0.

Based on numerous studies of various theories of literacy and the content of the 2013 Revised 2016 Curriculum stressed the importance of literacy as one of the competencies required of the 21st century, it is important to understand the PGSD students' Balanced Literacy. Therefore, it is important to compile Balanced Literacy teaching materials as part of the course materials for Indonesian Language Education in SD. Balanced Literacy teaching materials are needed by students in understanding the theory and concept of Balanced Literacy and its implications for the process of

designing and implementing teaching and learning in elementary schools to improve students' critical thinking skills.

#### 4. CONCLUSION

From the results of research and discussion can be concluded that balanced literacy teaching materials are necessary as part of the lecture material Indonesian elementary education. This teaching material will provide insight and understanding to students. This teaching material is also the basis for students to implement balanced literacy oriented learning in elementary schools to foster and improve elementary students' critical thinking skills. From the conclusion of the study, it is suggested to the other researchers to design Indonesia Language teaching material to facilitate the need for valid and appropriate learning material for PGSD students.

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