

# Learning from Home

## Revitalization of *Masatua* to Improve Students' Literacy in Elementary School

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### ABSTRACT

In Indonesia, many education policies have been taken to address the development of Covid-19, one of which is learning from home program. In the elementary school level, the learning is focused in forming students' character through literacy activities. One of the activities that can be done by parents is revitalizing the culture of telling Balinese story, well-known as *Masatua*. This study aimed at (1) describing the activity of revitalizing *Masatua* in learning at home; and (2) the effect of *Masatua* revitalization upon the students' literacy in elementary school. The research was conducted by using mixed method with sequential strategy. This study was conducted in several elementary schools. The subjects were ten students and their parents in Bali. The data analysis was done by a combination of qualitative and quantitative analysis. The data collection was conducted by using observation, interview, questionnaires, and documentary study. The research findings showed that (1) *Masatua* revitalization was conducted through (a) preparation, in which the parents prepared fairy tale of *Siap Selem* and *I Belog*; (b) telling story, in which the parents used direct reading strategy from fairy-tale book. (2) *Masatua* revitalization influenced the student's literacy. Therefore, it is suggested that parents should make *Masatua* as a habit in accompanying the students to learn at home. For the government, it is suggested to provide fairy tale books to support the students' literacy.

**Keywords:** Elementary school, literacy revitalization, *Masatua*

### 1. INTRODUCTION

Corona Virus Disease (COVID-19) has changed radically the way of education. In Indonesia, learning activities from the elementary level to higher education level are conducted by Learning from Home (LFH). LFH is an educational policy concerning the implementation of teaching-learning activities in the emergency of COVID-19 pandemic condition which was issued by the Ministry of Education and Culture (*Kemendikbud*). This policy aimed at (1) ensuring the fulfilment of the rights of the students to get educational services during the COVID-19 emergency condition; (2) protecting the teachers, students, and school staffs from adverse effect of the COVID-19; (3) preventing the transmission and spread of COVID-19 in education unit; and (4) ensuring fulfilments of psychological support for the teacher, students, and parents or guardians (Regulation of Minister of Education and Culture No 4 of 2020).

Indeed, LFH is a new policy which requires adjustment in its implementation. LFH is conducted by Distance Learning (DL) with approaches of (1) online distance learning and (2) offline distance learning. Online distance learning in LFH is an online learning from home by using gadget or laptop through some portals and online learning application. Offline learning in LFH can be implemented through television, for instance Learning from Home Program through TVRI; radio; independent learning module and worksheet; printed learning material; and teaching aids and learning media from objects and the environment.

However, the implementation of LFH as a new policy in this pandemic has several problems. The teacher is not ready to utilize technology as the learning instrument at home and is lack of supportive facilities. The students feel forced to study at home without sufficient facilities and they are not familiar with distance learning. In

addition, parents have a limitation in controlling the learning from home. This limitation is related to time, cost, and ability of educating the students (Purwanto et al., 2020). One of the activities that should be conducted in LFH is literacy activity. Literacy is one's dynamic skill which can develop basic ability in form of linguistic aspect skill which is used to improve ability of understanding, interpreting, analyzing, evaluating, and using reasoning upon the text (Rahman et al., 2020).

Wiedarti and Laksono (2016) stated that literacy activity for lower grades of elementary education is implementing habituation activity in order to articulate empathy upon the story character and be able to differentiate fact and fiction. Based on this purpose, the focus of literacy activity on the habituation level at lower grade is listening story to develop empathy, reading book aloud and silent reading. The reading materials that should be prepared are picture books, both fictional and non-fictional simple text books. Relating to this issue, the role of the teacher is highly important in providing text book in the habituation level in GLS or *Gerakan Literasi Sekolah* (School Literacy Movement).

Because the teaching-learning process of LFH is conducted from home, the role of teacher is limited. In this situation, the students may have problem in learning since although the students are free to choose the learning based on their potentials, they are vulnerable in making decisions. In this condition, the role of adult person is important in accompanying the students in learning at home (Scherer, 2016). The survey of Kemendikbud in cooperation with UNICEF on 18th May to 2nd June 2020, revealed that parents have a central role in learning from home. Almost 905 of the parents accompanied their children to study at home in all level of education (Kamil, 2020). This survey showed that parents have a significant role in the process of LFH during the COVID-19 pandemic. Related to the literacy at lower grade, habituation activity can be done by parents who accompany students in implementing learning process. In Bali, this activity can be done through *Masatua*.

*Masatua* is a Balinese cultural heritage. *Masatua* can be defined as telling a story. The word *Masatua* is derived from word "*satua*", which is in the Balinese Dictionary defined as story or can also refer to the meaning of the word "*sato*" which means animal, referring to all kinds of animals. In the past, the parents gathered the children to tell a story of *bravery* using characters from animal kingdom, such as birds and reptile. The advantages of these stories are 1) making the children to be sensitive with the surrounding, 2) helping the children to develop their confidence, 3) improving the survival instinct of the children, 4) improving the value of children patriotism, and 5) improving morale development (Olajide, 2010).

Based on this situation, this study proposed a topic of revitalizing *Masatua* to improve student's literacy in lower grade. The problems raised in this study are: (1)

how does revitalizing *Masatua* take place during LFH?  
(2) what is the effect of revitalizing *Masatua* towards the students' literacy?

## 2. METHOD

This study used mixed method with sequential strategy. Sequential strategy is a strategy for researcher to combine the data from one method to another method. This strategy can be done initially with interview to get qualitative data, and then followed by quantitative data in this case by using questionnaires (Creswell, 2010). Hence, this study was conducted by collecting qualitative data and then followed by collecting quantitative data by using sequential exploratory strategy. In this step, the researcher collected and analyzed quantitative data on the second step which is based on the result of first step. Qualitative data in this study were collected through interview and observation. This interview and observation were used to collect data of revitalizing *Masatua* activity which was done by parents in accompanying the students in LFH. The stories used by the parents in *Masatua* on LFH were *Siap Selem* and *I Belog*. These stories were chosen by the parents because these stories are very familiar to the parents in Bali as it is told from generation to generation. Besides that, the school and teacher required and facilitated the parents with these stories.

Revitalizing *Masatua* refers to an effort of reviving the tradition of *Masatua* among the Balinese families. Besides that, the interview and observation were used to describe reading sources in *Masatua*. Furthermore, quantitative data were collected by using test. The test was literacy test of lower grade students focusing on reading ability with focus on the ability of (1) understanding vocabulary; (2) grammatical understanding; (3) ability to use context in understanding text; (4) ability to interpret and respond reading; and (5) reading behavior.

This study was conducted in lower grade of Elementary Schools in Bali. The population of this study were the parents and lower grade students in Bali. The sampling technique was area technique sampling, i.e. sampling technique which was based on the area as the core representing the population. Therefore, the sample of this study were ten parents and ten students of lower grade from one Elementary School in every regency in Bali Province. The data collection used observation, interview questionnaire, and documentary study. The data analysis used combination of qualitative and quantitative analysis. The procedure of qualitative analysis consisted of (1) data reduction, (2) data display, and (3) drawing conclusion/ verification (Miles & Huberman, 1994). Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. Data display was done to provide an

organized, compressed assembly of information that permits conclusion drawing. Conclusion drawing involves stepping back to consider what the analysed data mean and to assess their implications for the questions at hand. Meanwhile verification is integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify this emergent conclusion. Meanwhile, quantitative analysis used hypothetical test with Analysis of Variance (ANOVA).

### 3. FINDING AND DISCUSSION

The finding of this study consisted of description of revitalizing *Masatua* which was conducted by parents in LFH program and the effect of revitalizing *Masatua* on the student's literacy in lower grade.

#### 3.1. Description of Revitalizing Masatua

*Masatua* is a heritage tradition from generation to generation. This tradition exists since a long time ago. In the past, the Hindu families in Bali were happy to tell Balinese story to their grandchildren before bed-time. The activity of *Masatua* by the parents were the moments awaited by the children every day. In these moments, the children got entertainment from their parents, the moments of developing their imagination, as well as an opportunity for the parents to get closer emotionally with their children. Besides that, this tradition can also improve children language ability and also as a media of delivering values (Dewi, 2019).

Through *satua* (fairy tale), parents deliver moral messages to children (Suarta, 2019). *Satua* is an education medium to help the teachers and educators to instil education in children in school, while in the household, the parents educate their children through these *satua*, which contain good advices so the children can implement it everyday life. By giving indirect guidance through *satua*, the character, mentality, attitude, and behavior of the children will be affected. It is because the *satua* values aspect is high, useful, and constructive.

Based on interview and observation, it was found that in the LFH program, all parents accompanied their children before starting the learning. These parents helped the students in lower grade to prepare everything related to the preparation of starting the learning. Based on the teacher's guidance in every school, the parents did *Masatua* before starting the learning. It was done by most of the parents. There were several reasons why the parents did this activity. The first reason was the encouragement from the teacher. The teacher asked the parents to *Masatua* before starting LFH. The second reason was most of the parents thought that *Masatua* must be revitalized to their children, in this case the parents believed that their *satua* contained high values that can be implemented in daily life, so most of the parents felt that they must do *Masatua* before LFH. It is

in accordance with Anderson and Bloom (2001) who said that characteristics of students in Indonesia are different from one to another, so identification of local culture element (local genius) should be done in the student's learning source to create active learning in order to achieve meaningful learning. Meaningful learning can be achieved if the students learn based on their social environment, so the element of culture cannot be separated from planning a learning at school (Trisiantari, 2019). Doing *Masatua* by the parents is triggered by the school's effort to have a successful LFH activity. It showed that the school was still functioning in doing GLS in the pandemic of COVID-19.

The implementation of revitalizing *Masatua* conducted by the parents consists of two steps. They are (a) preparation, in which the parents prepared the stories of *Siap Selem* and *I Belog*; (b) *Masatua*, in which the parents used direct reading strategy from the story book as long as 15 minutes. Through this step, the parents had prepared well the activity of *Masatua*. This activity had been done as habituation in the beginning of learning for 15 minutes. Besides that, stories of *Siap Selem* and *I Belog* were chosen to develop students' character. This step was in line with Habituation step in GLS. In the reading habituation, conceptually, there are some things that should be done namely 1) reading book/directing students to read story book/enrichment for 15 minutes before starting the learning. This activity can be done by reading aloud or silent reading, 2) facilitating non-subject book collection to support reading activity for 15 minutes, 3) supporting the literacy habit by functioning facilities at school so it could be used to foster students' interest in reading, 4) be selective in choosing book collection based on the age of students (Hastuti & Lestari 2018).

However, this study also found that some parents did not do *Masatua* in accompanying the students in LFH program. They did not have any experience of *Masatua* so they did not acquire ability to do so. Besides that, the school did not make it mandatory for the parents to do this activity and they also did not provide the parents with Balinese story book to the parents and students.

#### 3.2. The Effect of Revitalizing Masatua on Student's Literacy in Lower Grade

Literacy is an important element in facing industrial revolution 4.0 in the field of education. The education should take a part in technology advances. It can be done by implementing high level skill. The basic concept of literacy is reading, writing and archiving. Literacy is comprehending, using, evaluating, reflecting and being involved in the text to achieve someone's goal, to develop someone's knowledge and potency, to participate in the society (OECD, 2018). Literacy is an ability to understand and use written language form

which is needed by the society and appreciated by individual. Reader can develop meaning from any kinds of texts (Kennedy, Martin, & Sainsbury, 2006). The new concept of literacy in industrial revolution 4.0 is technology literacy and data literacy. Besides these two concepts, quality of the human resources is also required (Rahman et al., 2019).

Considering the importance of literacy in education, the Government of Indonesia through the Ministry of Education and Culture promotes literacy activities in the education through School Literacy Movement Program (GLS). GLS is a comprehensive movement to make school to be learning organization in which the members are literate throughout life through public engagement (Wiedarti & Laksono, 2016).

Based on the result of qualitative data analysis, it can be concluded that most of the parents revitalized *Masatua* in LFH activity. An analysis of the effect of revitalizing *Masatua* on student's literacy in lower grade was done. The result of this analysis can be seen as follows.

**Table 1.** The Effect of *Masatua* upon Students' literacy in lower grade ANOVA

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	2011.905	1	2011.905	67.600	.000
Within Groups	238.095	8	29.762		
<b>Total</b>	<b>2250.000</b>	<b>9</b>			

Table 1 shows that the result of hypothetical test with Analysis of Variance (ANOVA) found that significant probability was 0,000 which was lower than 0.05. So, it can be concluded that there was significant revitalization of *Masatua* on the student's literacy in lower grade. This significant effect showed that revitalizing *Masatua* is the right activity to be done by parents of the students in supporting literacy activity in lower grade.

The result of this study is in line with the experiment of Laint-Laurent (Kharizmi, 2015) which revealed that children whose parents were given literacy program in the family required an ability to support writing activities and created fun activity at home in literacy learning. It is also supported by Park (Kharizmi, 2015) who said that parent engagement is one of the positive components in improving basic literacy of pre-school students in almost all countries. He also explained that parent engagement had a positive effect on the improvement of children literacy ability. Candrika (2019) also said that values in *satua* contained character education. Education character is an effort to educate the children (young generation), in instilling positive values in life, as well as searching and

developing children potential based on their interest and capability, and instilling empathy on the environment.

This research also confirms other studies. A research conducted by Anindyarini et al. (2019) found that to improve children literacy, folklore or story is chosen as a material which can trigger children curiosity. Story can develop their cognitive, linguistic, moral and social development. It also can motivate and enrich vocabularies. Therefore, reading story is expected to improve children potential in appreciating literature. The finding of this study is in line with finding of Sudrajat et al. (2020) who stated that the students were interested and enthusiast when learning with local genius text. Besides, the finding of this study showed that the effect of revitalizing *Masatua* on literacy activity was caused by the parents taking serious effort in supporting the students in implementing LFH. In this case, the parents had a crucial role in the LFH activity, especially the implementation of literacy in lower grade.

**4. CONCLUSION**

Based on the finding and discussion of this study, it can be concluded that (1) revitalizing *Masatua* was done through (a) preparation, in which the parents prepared *Siap Selem* and *I Belog* stories; (b) *Masatua*, in which the parents used direct reading strategy from the story book, (2) Revitalizing *Masatua* affects students' literacy in lower grade. It can be seen from the result of regression analysis which shows that score was  $0.000 < 0.05$  probability score. Therefore, it is suggested to parents to revitalize the culture of *Masatua* in accompanying their children to learn at home. This has proven effectively improving teaching learning process during the pandemic.

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