

School Literacy Movement

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ABSTRACT

Literacy is an ability that students must develop from an early age. This literacy is related to reading and writing. This ability will later become provisions for future children's lives in their daily lives. However, the level of literacy in Indonesia is still low. This condition shows that the Indonesian people are still weak in accepting various sources of information and even easily accepting hoax news among the public. In early childhood, literacy education can be started with the habit of reading story books and fairy tales to children regularly. Efforts that can be done by implementing the school literacy movement, the implementation of the school literacy movement can include the habituation stage, development and learning. The teacher can invite children to write, listen and communicate a theme or topic in the book that the child reads. Although this activity is a simple activity, however, reading books to children is the initial stage of their introduction to the world of literacy.

Keywords: Language, literacy, early childhood.

1. INTRODUCTION

Literacy is a way to get a complete understanding of a reality. Growing literacy can be a basic capital to analyse and criticize various phenomena that occur. If the literacy culture or tradition in Indonesia does not develop, this nation will receive consequences such as increasing cybercrime fraud, the easier access to pornography, even hoaxes or fake news are easy to spread. Literacy is the basis of life skills, including literacy in reading and writing. This ability needs to be developed from an early age. In implementing this literacy introduction, it is hoped that Preschool teachers will be able to design learning that is in accordance with the existing learning in Early Childhood Education. Reading is related to writing, if writing is an activity of expressing ideas or ideas, thoughts and will in the form of written symbols, then reading is an activity that interprets the author's ideas [1].

Literacy skills are very important skills in the development process of school children. Literacy skills are the initial foundation for mastery of science and technology in the modern era [2]. The development of literacy in children is closely related to the ability to read and write in children. According to Pertiwi [3] language learning for early childhood is directed at the ability to communicate, both orally and in writing (symbolic). According to Pertiwi [3] reading at the beginning is an activity that includes recognizing letters and words, relating it to sound, meaning, and drawing conclusions

about the meaning of the reading. While writing is a letter or language symbol that is used as a means of communication in writing for humans [4].

According to Pertiwi [3] language learning for early childhood is directed at the ability to communicate, both orally and in writing (symbolic). To understand symbolic language, one child needs to learn to read, the stages of children's reading skills according to Ramdani [5], namely the growth stage of reading readiness, early stages of learning to read, the development stage of reading skills, and the stage of refining reading skills. In the pre-reading stage, we are in the early stages of the reading process or the visual process. As a visual process, reading is a process of translating written symbols into sound. Children recognize letters as symbols of sound through the visualization process [6].

In the opinion of experts, writing requires the development of further abilities than writing. According to Miranda [7] divides children's writing skills into 6 stages as follows: 1) Writing Via Scribbling, crossing stages 2.5-3 years old. 2) Writing Via Drawing, the writing stage through drawing aged 3-3.5 years. 3) Writing Via Making Letter-Like Forms, the writing stage through forming pictures like letters aged 4 years. 4) Writing Via Reproducing Well-Learned Unit or Letter Stings, writing stage by making letters that will be learned at 4 years old. 5) Writing Via Invented Spelling, the writing stage through the activity of finding spelling aged 4-5 years and 6) Writing Via Conventional Spelling, writing through spelling stage, over 5 years old.

Generally, early childhood writing skills that get stimulated either at the age of 3-4 years or 5 years are a good thing. At school, children are usually taught to draw a line first, after getting used to drawing the line, the child is taught to imitate the letters that the teacher has modelled by thickening the dotted line that the teacher has given.

According to Basyiroh [8] when learning to read the teacher can take steps to improve reading skills in children. Like reading activities, the teacher can take steps such as: a) pretending to write with pictures and scribbles, b) make horizontal lines when writing scribbles or recognizing letters of the alphabet, and c) include letter-like forms in writing. Meanwhile, Steinberg in Bayiroh [8] argues that there are at least four advantages of teaching children to read early as seen from the teaching and learning process, namely: a) learning to read early fulfils children's curiosity, b) familiar and informal situations at home and in KB or kindergarten are conducive factors for children to learn, c) young children are generally sensitive and easily impressed, and can be managed, and d) young children can learn something easily and quickly. Literacy learning can basically be fun learning if it is in accordance with the characteristics and stages of the child's developmental age, in this case the teacher certainly adjusts play activities that support the development of children's literacy. There are several things teachers can do in developing literacy for children, teachers can also involve children in an intensive conversation both in large groups and small groups. The goal is for the child to get new words so that the child's knowledge increases.

According to Sari [9] several things that teachers can do in developing reading and writing for children is that teachers can build children's reading habits, namely by: (a) provide an attractive reading centre in one corner of the classroom which contains good and interesting reading books for children, (b) ask the child to read a story he likes in front of the class, (c) providing functional words or words in the classroom such as daily schedules, picket schedules, children's lead schedules, toy labels, and so on. Meanwhile, what teachers can do to build a habit of writing is by providing a centre for writing activities equipped with small notepads and coloured pencils of various colours. Teachers can invite children to write messages for friends, by writing words or pictures and providing time for children to be creative on their own.

Early literacy understanding is very important for the public to understand because of the proliferation of reading- writing-arithmetic learning guidance institutions for toddlers and toddlers in a way that is not appropriate for the stages of child development. Therefore, it is necessary to pay attention to the sustainability of early childhood literacy education to basic literacy. Teachers have an important role not only in the learning process

but also have a responsibility in developing children's potential, especially in terms of literacy development. Literacy needs to be developed because literacy or literacy is the basic capital for children to be able to learn and acquire knowledge, especially when the child starts to enter school age. Basically, reading is the ability to connect spoken and written language, in relation to the ability to read and write, effective learning for early childhood is more play-oriented. According to the Montessori theory, the play activities given to children must be closely related to the child's daily life, the goal is to improve the physical ability and independence of children in problem solving against themselves [10]. With the right stimulation, the teacher can guide children in reading and writing activities.

The learning that is carried out cannot be separated from the role of the teacher who provides learning methods so that children do not feel bored in the learning, because according to Novitasari [11] the method is a method used to implement plans that have been compiled in real activities so that the goals that have been prepared are achieved optimally. With the use of the right method, teachers can stimulate children in learning to read and write in a fun way through the media and games provided. So that children will not feel bored in learning, children become active and children's curiosity will emerge by itself.

One way to increase the literacy index of the Indonesian Nation is by carrying out activities that familiarize Indonesian children with reading and writing. As a national movement, the habit of reading and writing must start from early childhood education to tertiary education. For this reason, in 2015 the Ministry of Education and Culture launched a major movement, namely the National Literacy Movement. The special objectives of the School Literacy Movement, namely 1) develop literacy culture in schools, 2) increase the capacity of residents and the school environment to be literate, 3) making the school a fun and child-friendly learning park so that school residents are able to manage knowledge, and 4) maintaining the continuity of learning by presenting various reading books and accommodating various reading strategies [12]. One of the mandatory activities that must be carried out by schools is to use 15 minutes before the lesson day to read books other than subject books every day.

The good principles in the school literacy movement according to Mulyo Teguh [13] are:

- 1) The development of literacy goes according to the predictable stages of a child's development. The stages of a child's development in learning to read and write intersect between developmental stages.
- 2) A good literacy program is balanced in the sense that schools implement a balanced literacy

program because each student has different needs.

- 3) The literacy program integrated with the habituation curriculum and literacy learning in schools is the responsibility of all teachers in all subjects because learning any subject requires language, especially reading and writing.
- 4) Reading and writing activities are carried out anytime.
- 5) Literacy activities develop a strong literacy-based classroom oral culture, this is expected to lead to various oral activities in the form of discussions.

According to Rohman [13] so that schools are able to be at the forefront of developing a literacy culture, there are several strategies to create a positive literacy culture in schools, namely: (1) Conditioning a literacy-friendly physical environment, (2) Striving for a social and affective environment as a literate model of communication and interaction, and (3) Striving for school as a literate academic environment. However, there are several things that cause children's low interest in reading books, including as explained by Taufani G.K in Rohman [13] namely, (1) The learning system that has been running so far has not been able to trigger students to have an interest in reading due to monotonous and teacher-centred learning, (2) There are many types of entertainment that distract children from books, (3) Many types of entertainment distract children from books, and (4) The reading sources are not evenly distributed in various regions, the library does not yet have collections that are attractive to children, such as illustrated readings with cute colours that certainly attract children's attention to open and pay attention.

The School Literacy Movement is a comprehensive and sustainable movement involving all components of the school, to realize literate students, so that they have the ability to access, understand, and use something intelligently through various activities, including reading, viewing, listening, writing, or speaking [14]. To support the School Literacy Movement program initiated by the library, the dissemination of information is internal because the program is more focused on and involves school internals. To maximize the potential of language and reading, it requires an active role from various parties, from families, schools to the community as well as in maximizing language skills and fostering reading interest in children by having reading sources that are in accordance with the child's world so they prefer to spend time with other entertainment which is indeed more numerous. The School Literacy Movement program can also be maximized by schools with the involvement and support of all school members, including principals, teachers, employees, students, and parents. With the

support and commitment from the executor, there is no reason that the policy cannot run well.

2. CONCLUSION

Learning and habituation in developing literacy in children that is carried out cannot be separated from the role of parents and teachers who work together in providing learning methods so that children do not feel bored in fostering literacy from an early age in children. because according to Novitasari [11] the method is a method used to implement plans that have been compiled in real activities so that the goals that have been prepared are achieved optimally. With the use of appropriate methods, parents and teachers can stimulate children in learning to read and write in a fun way through the media and game activities provided. So that children do not feel bored in learning, children become active and children's curiosity will appear naturally.

Parents and teachers who have an important role not only in the learning process but also have a responsibility in developing children's potential, especially in terms of literacy development. Literacy needs to be developed because literacy or literacy is the basic capital for children to be able to learn and gain knowledge, especially when the child starts to enter school age. Basically, reading is the ability to connect spoken language with written language, in relation to the ability to read and write, effective early learning for early childhood is more play-oriented. According to the Montessori theory, the play activities given to children must be closely related to the child's daily life, the goal is to improve the physical ability and independence of children in solving problems with themselves [10]. With the right stimulation, the teacher can guide children in reading and writing activities.

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