Do Community Members Harmonize in Face-to-Face Classrooms: Integrated Literacy Activities Implementation to Young Students

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Abstract. In 21st-century learning, integrating literacies in classroom activities carries beneficial impacts on students' needs. The present study aims to investigate the implementation of integrated literacies in the teaching and learning process through face-to-face meetings involving four pre-service teachers, an experienced teacher, and around thirty young students in one of the literacy communities in West Java, Indonesia. The descriptive case study was well-employed to collect the data by observing pedagogical practices among teachers and students. The result then indicates that integrated activities were implemented in one and half hour duration in every meeting, they engaged actively during the classroom process, and alternative assessments were used to measure students' understanding and contextualize their knowledge. To sum up, integrated literacy activities are recommended to be applied in supporting emancipated learning to achieve Pancasila learners' profile which is sparklingly endorsed by the Indonesian government. Besides, some capacity improvements and consistency are definitely needed to be acquired through professional development, focus group discussion, and pedagogical preparation to realize the great process of its implementation.

Keywords: Face-to-Face Classroom · Integrated Literacy · Young students · Pelajar Pancasila

1 Introduction

The Indonesian teaching and learning mode is generally divided into three learning phases, namely learning before, during, and after the Covid-19 pandemic. Prior to the Covid-19 pandemic, learning in Indonesia from Sabang to Merauke was carried out face-to-face, following the needs and demographic conditions of each region. At the time of face-to-face learning, technology already presented a vital role in teaching and learning activities [1]. However, the technology has not been used optimally in the learning process due to the education gap in Indonesia [2]. However, the system and implementation of learning changed completely when the virus outbreak occurred, starting from 2019 until the end of 2021. In early 2020, the government issued a circular letter mandating that

learning activities should be carried out from home through radio and television broadcasts [3]. Observing the endless Covid-19 pandemic, the government issued another decree for distance learning to be carried out at home in every level of education, from early childhood, elementary, middle, and advanced to tertiary levels. In its implementation, the learning process was carried out using appropriate technology such as electronic books, social media, video conferencing, and so forth [4]. Furthermore, [5] also added that college students prefer a mixture of synchronous and asynchronous learning with the use of bandwidth-friendly technologies such as Google Classroom. Until the end of 2021, the government issued a joint ministerial decree [6] which regulated the teaching and learning process with a face-to-face system based on the restrictions in accordance with the Covid-19 emergency zone. In 2022, Indonesia faces the new normal duration of COVID-19, so the Minister of Education issued another circular letter regulating the implementation of a hybrid or blended-based learning process using available technology around students. Meanwhile, from the middle to the end of this year, the Minister of Education issued a decree that all learning processes from early childhood, elementary, middle, and college levels should be conducted face-to-face while still paying attention to health protocols.

Chronologically, at the end of 2019, the Minister of Education and Culture launched an education program for Indonesia called Merdeka Belajar Kampus Merdeka (MBKM), or independent learning curriculum. This program was formulated based on Indonesia's recent lower results in PIRLS, PISA, and INAP [7] than other countries worldwide. In addition, this program provides opportunities for students to take the opportunity to study outside their study program for three semesters, both internally and externally. In addition, lecturers are also given the opportunity to work outside the campus through research activities and lecturer internships, which are realized into 8 (eight) activities that accommodate off-campus learning processes. Those activities include student exchanges, student internships, teaching assistance in education units, research, humanitarian projects, entrepreneurial activities, independent studies or projects, village building, and thematic community services [8]. Furthermore, to measure all activities of lecturers and students in the higher education system, the minister of Education and Culture also issued the main performance indicators of universities used for universities ranking, which include (1) graduates getting decent jobs as government employees, private sector employees, and entrepreneurs, (2) students get off-campus experience through internships, student exchanges, teaching assistance in education units, entrepreneurship, and community service, (3) lecturers engage in off-campus activities through several activities such as research, community service, and internships in industry, (4) practitioners teach on campus emphasizing on the outside community and gains international recognition by implementing activities in the form of community service, joint research, joint research publication and intellectual property registration, (6) study programs in collaboration with world-class partners through several activities such as graduate absorption, internships, and curriculum renewal, (7) collaborative and participatory classes using communicative and student-centered learning methods, (8) international standard study programs where accreditation is recognized by an internationally accredited institution to maintain a reputation on a national and international scope [9].

Referring to the implementation of independent learning, the government also reformed the curriculum that applies to the primary, secondary, and advanced education in 2022 to support the continuity of emancipated learning [10]. The main objective of launching an independent curriculum is to help students in Indonesia construct a profile of Pancasila students consisting of faith, fear of God almighty and noble character, global diversity, self-regulation, mutual cooperation, critical reasoning, and creativity [11]. First, a Pancasila student has a character of fearing God in accordance with the beliefs he holds, which is realized in daily activities both in the school, family, and social spheres. Second, Pancasila students are characterized by global diversity, where they are required to adapt to global interactions and needs in the 21st century. Third, independence means that students have the initial ability and high willingness to learn in formal and informal contexts to meet needs and challenges in the 21st era so they can compete with other nations. Fourth, mutual cooperation character that emphasizes the social side of humans where mutual help, mutual respect, and tolerance for the diversity of cultures, ethnicities, religions, and races in Indonesia and the world. Fifth is critical reasoning, where Pancasila students have to adapt and meet the global needs in the 21st century in formal, informal, and social contexts. Finally, creativity is a vital characteristic for Pancasila students to survive in the 21st century.

The implementation of the independent curriculum for the achievement of Pancasila students is realized through the application of thematic project-based learning that can be used for extracurricular activities recommended by the government [11]. On that realization, several literacy activities are integrated into the curriculum to realize the intended learning objectives [12]. In addition, the Aim Institute [13] states that integrated literacy has six obligatory components, namely assessment, verbal language, word recognition, ELA writing, ELA comprehension, and interactive humans, which are elements of the theoretical model. From this element, theoretical models, evidence-based programs, and the implementation of science can be integrated into the curriculum applied in the teaching and learning process. In its implementation, integrated literacy activities refer to the combination of several literacies used for early childhood education with a predetermined theme and focus group discussion. [14] states that the thematic curriculum is a curriculum packaged with a major theme or topic with several students' activities to achieve the desired goals. Furthermore, several previous studies showed the implementation of integrated literacy based on themes or thematic-based instruction. First, [15] stated that the use of ICT with thematic-based instruction carries a positive impact on student's development. Second, [16] reported that thematic-based integrated science learning has a positive effect on learning outcomes and character through literacy or environmental awareness. Besides, [17] teacher experience also impacts the thematic learning process, while teachers' more excellent teaching experience does not reflect their expertise in applying the thematic approach in the teaching process.

In addition to thematic-based learning combining several literacies, the teaching and learning process in this literacy community also uses contextual teaching and learning with an instructional design. Contextual teaching and learning are defined as a learning method that connects newly acquired knowledge with students' daily demands and needs [7]. Therefore, the implementation and effectiveness of contextual teaching and

learning have been widely studied by several education and language experts from various perspectives (Hakim et al., 2020; Hyun et al., 2020; Nawas, 2018; Satriani et al., 2012; Selvianiresa & Prabawanto, 2017). Previous research also mentioned that students must follow the learning procedures or syntax during the learning process, starting from preparation to the evaluation process [9]. In addition, comparisons between the use of contextual teaching and learning approaches with conventional methods were also examined experimentally to measure the effectiveness of contextual learning approaches in elementary school students [12]. Furthermore, Haerazi et al. (2019) also revealed that contextual teaching and learning increased students' learning motivation, impacting their reading skills at the junior high school level. From this description, contextual teaching and learning present numerous benefits for several levels of education, in Indonesia and in the global context.

Similar to the previous studies, this study investigates the teaching and learning activities being carried out at several levels of education, from elementary, junior high, and senior high school, as well as at the university level. The implementation and effectiveness testing was carried out dynamically, from year to year. However, there are no studies that observe the interaction and classroom management during informal learning or outside the school curriculum in a literacy community. Thus, this study aims to explore the teaching and learning process by using integrated literacy activities in literacy classes. In detail, it examines the ways teachers interact with their students and organize classes so that the teaching and learning process can run in harmony by combining several literacy skills in learning activities.

2   Method

This study used a case study recommended by Creswell and Poth (2018) with the main objective of exploring the implementation of integrated literacy activities in the literacy community, focusing on young learners. Research participants in this study were four prospective teachers actively involved and became instructors in the literacy program. These prospective teachers helped in the learning preparation, including preparing lesson plans, learning media, and learning scenarios that integrate Indonesian, English, and environmental literacy. While at the implementation stage, our participants performed learning scenarios that had been mutually agreed upon in accordance with their respective job descriptions. At the evaluation stage, each of them provided an evaluation individually at each meeting, both in a formative and performance-based assessment. In addition, we also involved one experienced teaching teacher as our participant to gain a professional pedagogical teaching perspective. The experienced teacher accompanied the entire learning activities from the preparation, implementation, and evaluation stages.

Our research procedures consisted of a number of stages, namely the development of interview guidelines, conducting interviews with research participants using informal discussions, data processing, and data inference stages. In this study, we used semi-structured interviews. The interview questions were grouped into questions for learning preparation, learning implementation, which included instructional steps, learning media preparation, learning activities, learning innovations, and learning evaluation focusing on finding data about types of evaluations and evaluating students' strategies in the literacy

community. After the data was collected, we analyzed the data using the thematic analysis suggested by Cohen et al. (2018), which consisted of several stages, namely transcribing, classifying, reducing, and interpreting. First, the interview data were transcribed using the help of the Google Voice to Text tool. After obtaining the written data, the data were classified based on the grid that had been previously, namely preparation (learning media, learning tools, lesson plans, and learning scenarios), implementation (learning media, learning tools, lesson plans, and learning scenarios), implementation (Instructional steps of learning, classroom interaction and class management), and evaluation (types of assessment and assessment methods). Further, at the reduction stage, we reduced some unnecessary conversations or discussions from the interview data. After the entire series of interview data processing was carried out, we interpreted the results of the interview and provided recommendations at the internal, local and national scope.

3 Results and Discussion

In this section, the researchers divided the discussion into several sessions on the implementation and teaching approach of integrated literacy activities carried out in the literacy community. The discussion includes classroom management and classroom interactions between teachers and students as well as students and other students during the teaching and learning process.

3.1 Preparation of Learning

Learning preparation is crucial for every classroom learning. In theory, instructors must prepare a curriculum, lesson plans, learning media, learning scenarios, and learning assessments. Based on the results of interviews conducted with several literacy community instructors, they prepared their classes according to the available theory. They also added that their preparation consisted of making lesson plans and learning media. During the formulation of lesson plans, all instructors agreed (100%) that they prepared and developed lesson plans before the face-to-face meeting, following the predetermined curriculum. In addition, they also confirmed the importance of lesson plans for the success of the teaching and learning process, as illustrated in the following interview script from the literacy community mentor:

Script 1
…..Pembuatan lesson plan membuat saya mengajar lebih terarah sesuai dengan tujuan pembelajaran yang saya inginkan…..
(Interview, 19 July 2022)

In addition to the significance of lesson plans, the mentors should also prepare learning media prior to the teaching and learning process. They frequently use pictures, videos, and audio-visuals as learning media to achieve learning objectives. In addition, instructors also use learning media in the form of printout flashcards, worksheets, organic and inorganic waste, and realia to enhance students' motivation and create fun learning.

3.2   Implementation of Learning

After the preparation process, the community instructor applied their lesson plans and learning media during the learning process. In the implementation process, they described that they start the learning activities with good habits such as placing garbage according to its place and classification provided by the instructor, inviting students to pray, motivating students by singing together, chanting together, and doing small movements to prepare students to learn the material. Meanwhile, in the core activities, the teaching and learning process is carried out following the commitments and scenarios that have been mutually agreed upon. For example, in implementing the animal theme, the instructor started the learning with English literacy by introducing animal vocabulary, then continued with Indonesian literacy, which focused on reading stories about animals. Finally, in environmental literacy, students are invited to make an animal figure from the inorganic waste that they bring or find in their surrounding environment where the learning takes place. At the end of the learning activity, while the instructors monitor the students in completing their assignments, the mentors or instructors informally evaluate the students' animal figure and their reasons for selecting them. At the same time, the instructors also reactivate students' English vocabulary.

3.2.1   Instructional Stages of Contextual Teaching and Learning

The results of interviews with all instructors suggested that they implemented contextual teaching and learning with instructional designs promoted by Crawford (2001). Interview data showed that all instructors implemented all instructional stages, starting from reflecting, engaging, activating, cooperating, and transferring, as illustrated in Fig. 1.

Based on Fig. 1, the interview data shows that 31% of the instructors implement the reflecting stage through activities in the form of the habituation of praying together, ice breaking, reviewing materials, and singing together. Meanwhile, 41% of the instructors apply the engaging instructional stage through activities of ice breaking, singing, and chanting to prepare and motivate students before taking part in learning. In addition, in English literacy, students are asked to say tongue twisters together to remind them of the correct pronunciation of English and Indonesian. In addition, the instructors always provide elicitation activities to explore students' background knowledge related to the material, guessing the prepared pictures and realia. While in environmental literacy, students are invited to recognize organic and inorganic waste in the surrounding environment, which can be used for crafts or artistic creations to meet student needs. Furthermore, interview data signified that the instructors also agreed that 31% of the warm-up activities were in activating stage, through several academic games aimed to activate the entire students' concentration so that they are ready to participate in the teaching and learning process. Besides games, instructors also activate students' abilities through body movements, connecting materials and movements, and so forth. Meanwhile, in the warm-up activity, the stages of cooperating and transferring are not implemented by the instructors at all in Indonesian, English, and environmental literacy. Our analysis results are linear with previous research conducted by Satriani et al. (2012) reporting that several academic activities in teaching and learning activities aim to motivate and invite students into the main learning activities (Fig. 2).

WARM-UP ACTIVITY

■ Reflecting   ■ Engaging   ■ Activating   ■ Cooperating   ■ Transferring

0%

30%   30%

40%
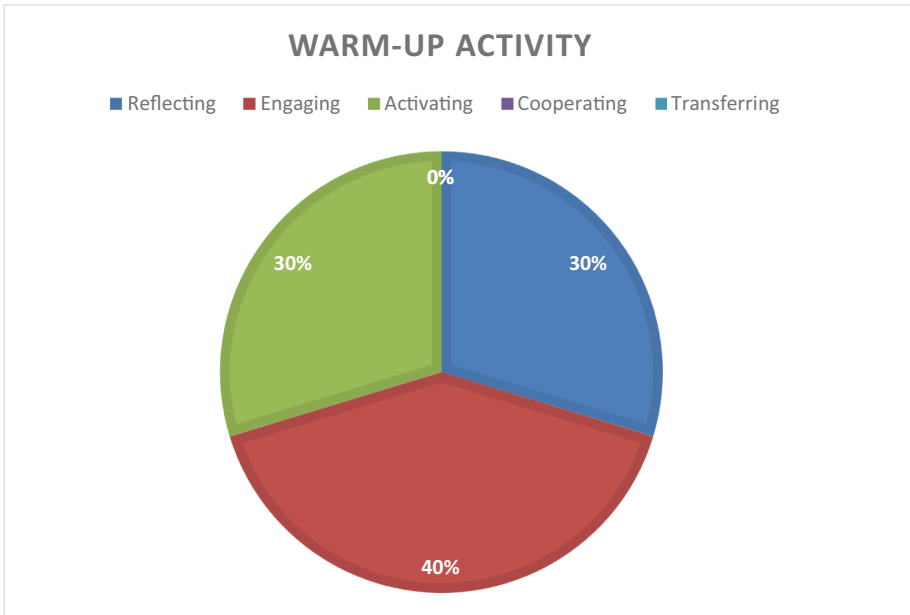
Fig. 1. Stages of Warming of Activities
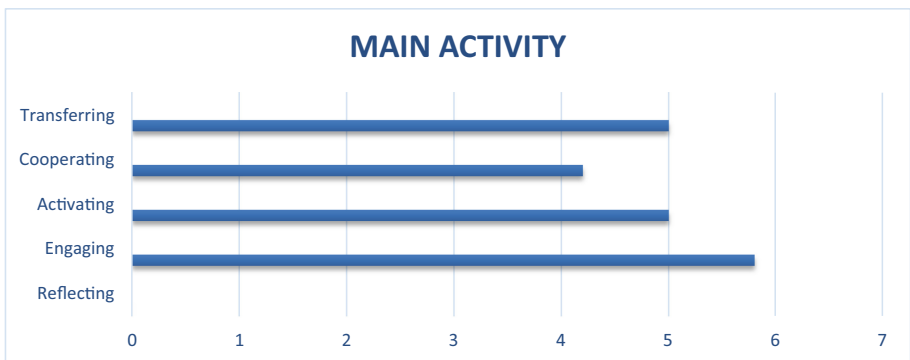
MAIN ACTIVITY

Fig. 2. Stages of Main Activity

Regarding Table 1, interview data showed that the engaging stages dominate the main activity by 5.8%. At this stage, instructors usually implement questions and answers that directly correlate the learning material and the student's everyday life, followed by field studies or field trips. Further, the students are asked to link the material, and the results of their student-centered group work so that students can actively participate in the process. On the other hand, the reflecting phase is not observed in the main activity as it has been completed in the warm-up activity stage. Additionally, the activating and transferring stage attains the same presentation. In activating activities, all activities are focused on students through drilling activities and English pronunciation exercises.

In Indonesian literacy, the instructors ask questions about stories that students have read, while in environmental literacy, they curate the garbage they find around their environment and provide issues requiring students to solve them. At the transferring stage, students provide responses or feedback toward the learning experience through art creation activities using the surrounding waste. At the same time, the students are also asked to mention vocabulary in English and retell the results of artistic creations in Indonesian. The cooperating stage attains 4.8%, suggesting that all students work in teams during the teaching and learning process, such as through joint discussions, solving joint problems, and completing joint projects. This result supports the previous study conducted by (Crawford, 2001), reporting that contextual learning provides opportunities for students to contextualize learning needs with daily needs while students are provided with several student-centered activities such as problem-solving, group discussions, and joint projects (Salvieniresa and Prabawanto, 2012).

Post Activity Stage
The interview data showed that most of the literacy community instructors carry out the stages of transferring through several activities, such as working on worksheets, pairing games in dictation, and presenting projects or portfolios they have completed. Additionally, 50% of the participants stated that transferring is usually carried out before the teaching and learning process ends. Uniquely, in this post activity, other instructional stages of contextual teaching and learning are also not implemented, such as the war-up stage and main activity in face-to-face meetings.

4   Conclusion

This research investigates the means to harmonize the implementation of integrated literacy activities between Indonesian language literacy, English literacy, and environmental literacy. Based on the interview data, the literacy community instructors can harmonize the integrated literacy activities well. Therefore, the harmonization between teachers and students or between students runs effectively in teaching and learning activities. This is evident from the warm-up activities, main activities, and post-activities that have been frequently carried out by the instructors. In the warm-up activity, most activities are reflecting, engaging, and activating, realized through activities such as habituation, ice breaking, motivational movements, and singing together. Meanwhile, at the main activity stage, the engaging, activating, cooperating, and transferring activities are evenly implemented, where the teachers and students are actively involved in student-centered activities such as working on worksheets, playing games, learning discovery, and doing projects. While at the post-activity stage, the instructional stage that appears is only transferring from students to teachers, allowing students to demonstrate their abilities according to the learning material. During the post-activity stage, the instructors measure students' abilities following the learning objectives. The integrated literacy activities carried out in this literacy community are based on project-based learning and contextual teaching and learning approach, using mutually agreed themes based on scenarios determined at a coordination meeting between instructors and mentors. Furthermore, this study has not explored the procedures of implementing integrated literacy activities

at higher education levels such as junior high school, senior high school, and university level.

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