

Implementation of Language Literacy Learning in Group A of PAUD Al-Kautsar Cilegon Banten

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Abstract:

Language literacy or pre-literacy in early childhood is the ability to read and write and analyze, respond, and use language that can be applied through reading corners, drawing activities, and a culture of reading at home in collaboration between parents and schools. This study aims to determine the application of literacy learning and the methods and media applied to literacy learning in group A of PAUD Al-Kautsar Cilegon. This research uses descriptive qualitative research. Data collection used in this research is observation, interview, and documentation. The results showed that the application of language literacy learning in group A of PAUD Al-Kautsar Cilegon looks quite optimal in its application in accordance with the literacy program that should be, starting from the arrangement of classes and environments rich in literacy as well as facilities provided by schools such as reading corners and in its application children are not taught directly to read and write but are introduced to reading and writing with habituation activities that have been designed by the school, and in its application there are several learning methods and various learning media that support the application of literacy learning.

Keywords: Literacy; Learning Methods; Learning Tools; Media literacy

INTRODUCTION

The school literacy movement is defined as a breakthrough movement designed by government agencies to turn schools into learning organizations to create reading habits. This habituation is carried out with fifteen minutes of reading a book. The literacy movement was designed by the government to overcome Indonesia's education problems, one of which is the low interest in reading among students. The low interest in reading is influenced by the times that change children's habits with technology, such as playing games, watching movies on television, and playing social media so that there is a lack of interest in reading books. Literacy is defined as the ability of language development in early childhood to introduce children to letters and enrich their vocabulary to prepare children for the next stage of learning. One of the literacy movements that can optimize language development is language literacy. Language literacy is defined as the ability or skill in beginning reading (Nahdi & Yunitasari, 2019).

In the early development period at the age range of 4-5 years, providing education and literacy can affect the level of children's intelligence in performing an act of interaction,

communication, or in terms of re-expressing creative thoughts in written and oral form. This condition is supported through early childhood education by providing fun education with a play model that can give children the freedom to do learning (Utami et al., 2022). Based on the results of the assessment conducted by the Program for International Student Assessment (PISA) agency for 15-year-old children in Indonesia in 2018, it was found that the category of student literacy skills scored lower than the Organization for Economic Co-Operation and Development (OECD) average in reading Indonesia obtained an average score of 371 which was 74th and was below Thailand and Malaysia which were 68th and 58th (Markus, 2019).

Another problem that researchers found from the results of previous research conducted by Fahmi et al (2020), at the Madrasah Ibtidaiyah Negeri 1 Langkai Palangkaraya Central Kalimantan school, in the results of his research with the principal it can be seen that the requirements given by elementary schools are due to the large number of students who want to register, this is a factor in the emergence of selection tests in schools. Another problem found in previous research is that most parents have the goal of sending their children to early childhood education (ECE) institutions to have the ability to read and write, and parents of students who demand that their children can read and write after graduating from ECE, while in fact in ECE institutions according to Permendikbud Number 137 of 2014 children are not emphasized to learn to read and write, but rather the introduction of reading and writing skills by applying fun play teaching methods so that children are voluntary and happy to learn it.

Previous research conducted by Umi Khomsiyatun (2019) found that there are three main points of literacy development in ECE Wadas Kelir and the use of the Read Aloud method as a stimulus for literacy habituation. The similarity of this research lies in the same research on language literacy in ECE institutions and the use of language methods to optimize early childhood language development. The difference in this research is in the research method used, namely the case study approach, while the author uses a qualitative descriptive approach method to find more data according to what the author needs and describe the data obtained through narration. Given that there are not many studies that use qualitative methods, the authors are interested in conducting research using qualitative research methods. The focus of the research is the application of language literacy learning by group A teachers to improve literacy skills in their students. The aim is to add insight into literacy carried out by teachers with various methods and learning media used. According to Purnamasari & Asri (2019), explained that literacy in Indonesia still focuses on reading and writing. Data from the Central Bureau of Statistics on illiteracy rates in Indonesia currently reaches 16% and the highest rate is at the age of 45 years and 5% at the age of 15 years, this shows that the illiteracy rate in Indonesia is still high due to the low interest in reading among Indonesians.

Based on the background of the problem, the literacy movement is very appropriate to be developed and applied in early childhood education because literacy applies habituation and teaching methods that introduce children to pre-reading and writing skills, with fun. Spurred on in this problem as a ECE institution, especially educators as the main factor supporting the success of learning, teachers need to provide breakthroughs in appropriate learning methods and various learning media to develop early childhood language literacy so that learning is not boring. Therefore, researchers are interested in conducting research and seeing the application of language literacy learning at the Al-Kautsar Cilegon institution which has implemented literacy-based learning by utilizing the reading corner and the use of various teaching materials/tools and various learning media in its learning in order to become a reference in the application of language literacy learning that can be started from

early childhood education which can be used as a pilot in other ECE schools in order to eradicate Indonesia's low literacy rate.

METHOD

This research method is descriptive qualitative research. Qualitative descriptive research is a method that explains, explains, describes, describes, and answers in detail the problems to be studied based on facts that occur in the field. The research on the application of language literacy learning is located at ECE Al-Kautsar Cilegon Banten in Metro Cluster Cendana Blok M19 No. 6-7 Kebon Dalem housing. The subjects in this study are informants who can provide information on the research topic, namely group A class teachers and heads, as well as children aged 4-5 years. The data collection techniques used in this research are observation, interview, and documentation. The data analysis technique used in this research is the Miles and Huberman model, which contains three techniques, namely data reduction, data presentation, and conclusion drawing. This research was conducted in the odd semester of the 2023 academic year in August until the researcher obtained enough research data.

RESULTS AND DISCUSSION

This section presents the results of the research objectives to be achieved, namely: (1) describing the application of language literacy learning at ECE Al-Kautsar. (2) describe the learning methods used by ECE Al-Kautsar in the application of language literacy learning. (3) language literacy learning media at ECE Al-Kautsar.

Implementation of Language Literacy Learning

Observations showed that the implementation of literacy begins with structuring the preparation of a learning environment that is rich in literacy. Before literacy habituation is carried out the teacher prepares learning media such as preparing books, flash cards / edu cards, picture books, crayons, pencils, and colored pencils and other media that are placed on the table to be played freely according to the child's wishes. This is in accordance with the opinion according to Sinaga et al (2021), the classroom literacy environment is one of the factors that can affect early childhood understanding/ability to read. The presence of a good literacy environment in the classroom provides a meaningful and appropriate literacy resource space for early childhood development, with the aim of creating rich early childhood literacy experiences and early childhood reading, and encouraging literacy development. The literacy environment relates to the design and arrangement of the classroom and the material resources accessible to children in the classroom. In early childhood classrooms, literacy material resources include books, writing materials, symbols and props related to literacy. The arrangement of the classroom also takes into account the availability of interesting and diverse books and the presence of comfortable seats for children to read these books. Likewise, a place for writing adapted for early childhood can be found varied writing tools and materials to build a variety of writing experiences. The print materials available in the classroom are related to the class theme and are meaningful to children to enrich their learning experience.

ECE Al-Kautsar implements literacy-based learning which is considered a basic need in learning and communicating. These skills will develop optimally if children are in a literate learning environment. Therefore, the school facilitates literacy tools inside and outside the school such as various games from nature, traditional, Educational Game Tools, as well as providing a reading corner in each class with book facilities that can be used as learning resources for students and teachers prepare a comfortable classroom setting. According to Putri (2021), literacy in early childhood learning provides alternatives to help

children communicate, read, write, but learning does not prioritize children to be proficient in reading and writing, because it is not in accordance with early childhood development. In line with the above opinion, the application of literacy learning does not prioritize children to be proficient in reading and writing but rather children are introduced to habits that can optimize children's development, especially language development owned by children which is beneficial for learning at the next level of education.

Literacy that is applied has a habit that can help and introduce children to communicate by honing their reading and writing skills, namely the "morning journal" habit. The morning journal is one of the habituations in which there are activities to recognize reading and listen to fairy tales/stories read by the teacher, play flash cards, recite iqro and draw. In the application of literacy learning, there is the habituation of reading aloud where the teacher reads storybooks for approximately 10-15 minutes before learning / when learning enters into core learning and at the end of learning. In the application of language literacy learning, planning for making lesson plans and inserting the application of language literacy learning begins with looking at the teaching material module that has been designed by the school. The lesson plan certainly inserts literacy in every lesson. ECE Al- Kautsar applies literacy-based learning which is considered a basic need in learning and communicating.

ECE Al- Kautsar also cooperates with the regional library for visits with the aim that children are able to explore the outside environment and add to the child's insight with a variety of books in the regional library. In addition to working with the regional library, the school also cooperates with parents as the main education at home, by lending books from the reading corner to each child, and asking parents to read books at home, with the aim that a literate environment is not only built in schools but must also be built in the child's closest environment, namely the home where the child lives. This is in accordance with the opinion according to Wardhani et al. (2021), who argue that language literacy/pre-literacy is the ability to analyze, respond to and use language that can be developed through reading corners, meaningful activities such as drawing, making posters, reading culture at home and the involvement of pre-literacy activities at school in collaboration with parents to involve parents volunteering to read books at home.

In the application of language literacy learning, the principles of implementing literacy learning are aligned with the program/curriculum designed by the school, sustainable with daily learning themes, contains meaningful and fun activities, does not force children, and involves cooperation between parents and other parties for the optimal application of literacy learning. In line with the opinion expressed by Dewayani (2019), who explains the principles of literacy as follows: 1) Communicate with spoken language; 2) Activities are contextual and integrated with children's daily activities; 3) Activities involve adults or other people in the child's immediate environment; 4) Activities are fun and do not force children; 5) Activities need to develop children's skills comprehensively.

The first literacy principle described is communicating with spoken language which is defined as inviting children to speak so that the vocabulary of children increases and in its application the teacher always invites children to actively participate and interact during learning, children are always invited to express and express what children think. The second principle is that activities are contextual and integrated with children's daily activities, namely activities must be sustainable with children's daily lives, in its application children are taught with learning daily issues such as recognizing religious diversity in Indonesia, recognizing greeting words using Cilegon and others. The third principle of activities involves adults or other people in the child's closest environment, because education is mainly obtained from the people and the closest environment. In its application, it works with parents to read storybooks that are loaned by the school. The fourth principle is that

activities are fun and do not force children, that is, there is no coercion in learning, and in its application in the habituation of "morning journaling" children are free to choose literacy activities such as reading iqro, recognizing letters with flash cards, drawing and others. The fifth principle of activities needs to develop children's skills comprehensively, namely early childhood literacy activities are not limited to activities that use paper and pencils, but there are many activities or play activities that can be done such as physical activity, singing, dancing, playing, and in its application literacy learning is not only obtained from reading books, but obtained from an environment rich in literate and fun play activities such as when children project children will interact with each other to hone the expressive language that children have. In addition to Dewayani's opinion, another expert opinion, Jariah & Marjani (2019), suggests that literacy activities can run well according to the following implementation principles: "1) Using a variety of teaching materials and paying attention to student needs; 2) Integrated curriculum areas, so that learning is structured; 3) Literacy activities are carried out on an ongoing basis; 4) Include the involvement of oral communication skills; 5) Consider the diversity and conditions of the school; 6) Conduct regular evaluations; 7) Involve all school members, parents and the community."

In essence, the principles of literacy must be considered such as the use of various teaching materials so that learning is not boring, and in fact the application contains various teaching materials and is integrated holistically in the curriculum, in its application literacy activities are carried out in a sustainable and fun manner, and there is oral communication in the classroom, as well as cooperation between school residents such as teachers, principals so that the application of literacy learning can run optimally. The application of literacy learning that is applied has been running optimally which can be seen from the language development of children aged 4-5 years in accordance with the Standard Level of Child Development Achievement and children are active and not shy when meeting new people they have just met, and children can and are able to express, express their wishes and opinions, are able to recognize letters, are able to understand the rules and orders given by the teacher, such as when before doing play activities, children are asked to mention the rules of the game that have been agreed upon by the teacher and students. In line with the opinion according to Stewart et al. (2014), who explained that literacy skills for children at the age of pre-readers and early readers are as follows: 1) Includes phonological awareness, which consists of words consisting of the smallest letter sounds; 2) Interest in printed materials, children have started to be interested in books; 3) Awareness of printed media; 4) Letter knowledge; 5) Child's vocabulary; 6) Background knowledge; 7) The ability to speak.

In the opinion explained according to Stewart et al, (2014) above, literacy skills for children at the age of pre-reading level are able to recognize phonological awareness, namely children are introduced to letters, recognize sounds and form words, the second is to make children like printed material, such as being interested in storybooks and in their application children are always interested in reading books in the classroom reading corner, and the third indicator is that children have begun to be aware of printed media such as children have been seen browsing reading with their eyes left right up and down when looking at books. Fourth, in its application, children already have letter knowledge which includes the ability to identify letters, with fun activities such as playing and singing. Fifth, children already have vocabulary words that include children's mastery of vocabulary obtained from reading. Sixth, background knowledge which includes children's understanding of the surrounding environment and in its application, children interact and communicate with their surroundings which will develop their language skills. Seventh, the ability to speak which includes the ability to use spoken language which is used as a foundation to form children's literacy skills at the pre-reading and early reader levels. Another opinion that can strengthen

is according to Meilasari (2021), the language skills of children aged 4-5 years are characterized by children being able to listen, distinguish, and pronounce certain sounds, connect simple writing with symbols that symbolize it, distinguish sounds from several sources, tell stories using sentences consisting of 3-6 words with expression, carry out 3-5 commands at once, vocabulary is increasing, ask questions with more complex question words such as why and how, read pictures with the correct sentence structure, begin to be able to dialogue and argue.

In its application, the language skills of children aged 4-5 years are characterized by children being able to listen, distinguish, pronounce certain sounds, connect simple writing with symbols that symbolize them, distinguish sounds from several sources, tell stories using sentences consisting of several words and children's vocabulary is increasing according to the stimulation provided. The results of observations show that language development in group A, namely children are able to listen to what the teacher says, understand two commands simultaneously, answer questions according to what is asked, understand the story read by the teacher, recognize vocabulary, express their opinions to peers, and participate in conversations. Group A children in the scope of literacy development with the observed aspects have been able to recognize symbols, recognize the sounds of animals or objects around them, make meaningful scribbles, imitate writing and pronouncing the letters A-Z. In line with the opinion according to Ita et al (2020), that in the development of children aged 4-5 years, they are able to understand language quite optimally, such as listening, understanding two commands, understanding the teacher when telling stories, and in expressing language children are able to repeat simple sentences, answer according to questions, express feelings, and in the aspect of literacy children are able to recognize animal sounds, make meaningful scribbles, and imitate the letters A-Z.

Learning Methods in the Implementation of Language Literacy Learning

Learning methods are strategies or planning that are mastered and designed by teachers as educators to present teaching materials or learning materials presented to students in the classroom. The language literacy learning method used by teachers in PAUD Al - Kauthar as a learning delivery tool, one of which is the cooperative learning method. In the application of learning methods cooperative learning model seen at the time of learning conducted by teachers, such as when teaching there are several parts starting from the introduction, core activities 1, core activities 2, and closing activities. In the introductory activity, the teacher gives greetings, invites all children to pray led by one of the children, asks about the presence of students, and during core activity 1 the teacher asks the children to observe pictures or watch learning videos, then asks what they are watching, the teacher triggers the children to tell what they see and watch, then the teacher provides reinforcement material, and in core activity 2, the teacher prepares learning instructions or subsequent activities and in the closing activity the teacher concludes what learning has been done, motivating children, and strengthening learning today, and learning is done in small groups consisting of several children, and in learning applied in Group A, which is to create small groups to work together in conducting a learning, this method is used so that children are active in the learning process individually and in groups, and accustom children to practice and learn to communicate and interact with their peers. In line with the opinions expressed by Hijriati (2017), which explains that the cooperative learning method is a method of learning approach in which participants involve children as students in several small groups that interact with each other. With this method the teacher can teach effectively and the child will learn with their peers from the interaction and communication that is created.

The next method used is the project method in which children will get information and experiences that can be created from their creative ideas by exploring the surrounding environment. This method gives children pleasure, and critical thinking to solve everyday problems, such as when the theme of learning religious diversity in Indonesia, children make a project to build a building of places of worship such as mosques, churches, temples, monasteries, temples, and sub-themes of Government Constitution building, and children want to make or project to build a parliament building, this is where- the child thinks about how to build, what materials should be used, and what is needed for the creation of the project of the parliament building and the building of the place of worship. In making projects, children are trained to interact and communicate to their project friends to exchange ideas, and provide input for building buildings. In line with the opinion expressed by Oktaria (2013), which explains that the project teaching method is a method developed by Kilpatrick with the basic idea of John dewey, in which it is explained that learning is done by 'learning by doing' with the meaning of 'learning while doing something', in literacy learning can be applied to the concept and how to teach reading beginning with interesting material and in accordance with the children's living environment. The project method is carried out with the concept of learning while working doing something that is produced. This is confirmed by the opinion expressed by Dianita et al. (2020), who explained that projects are one of the approaches that can be applied in early childhood learning, because learning runs in groups so that later children will learn with their peers from the start of communication to interact to create and design something idea. Thus, the project method is considered capable of being a method of learning literacy approach, especially language because this method involves several children who are united in groups and learn while doing something/ designing something in accordance with learning objectives.

The next method used is the STEAM method (Science, Technology, Art, Mathematics) learning approach that aims to expand the mindset of children about real problems. This method is used to produce active learning that is fun with the development of children's thinking power through the learning process activities. In line with the opinion expressed by Pratiwi (2021), who explained that the STEAM method is a learning approach that encourages children to think critically and broadly for everyday life- a day packed in fun and meaningful learning activities and other supportive opinions according to Maarang et al.(2023), who explained that STEAM can be used as an innovative learning approach that aims to overcome the challenges of the world by optimizing cognitive, affective, motor aspects that will help children learn and optimize early childhood daily learning. Thus STEAM learning is an innovative teaching because in it there are meaningful activities and can optimize children's critical thinking power, so that children want to know everything and bring up the interaction between peers in finding answers to problems that children face. The interaction that is established from starting to express opinions / ideas and chatting with peers will hone the literacy skills of early childhood.

Another method that is used as a teaching tool is the story method / read aloud method where in this method the teacher before entering into the core of learning always read a story book/ books related to the theme of learning for 10 to 15 minutes with the method of reading aloud. This story method is not only done by teachers but teachers work together with parents to read to children before children sleep/ in leisure times such as when children play with parents at home, this method is facilitated by the school lending books in the reading corner to take home to students.

On the first day of each week, namely Monday, the teacher also lured the children to read stories every day, such as during the holidays on Saturday and Sunday, when the children entered on Monday, the children were asked to tell the holiday to go anywhere

yesterday's holiday. This method is considered effective for sharpening the vocabulary of children when telling their stories and when listening to stories read by teachers, parents and peers. This is reinforced by the opinion according to Wardani & Syamsiah (2022), which suggests that the method used in the development of literacy in early childhood is one of them is the read aloud method (reading aloud) which conditions the child's brain to read as a fun activity, this method is useful for enriching children's vocabulary, creating literacy skills for early childhood through sound socialization that can be applied by listening and reading books for 10-15 minutes before learning begins. Literacy development method reading aloud (read aloud) that can be used in optimizing children's language literacy with the application of reading and listening activities with time for 10-15 minutes that are designed with fun, therefore ECE Al - Kautsar chose the read aloud method for literacy learning, especially language literacy. Another opinion that reinforces this method is that according to Masitoh (2022), the results of his research explain that in the application of pre-literacy in early childhood there are several methods where one of the methods is the storytelling method. In the research described by Masitoh method of applying pre-literacy with storytelling method, in the application of literacy in early childhood using storytelling activities, children will be happy and interested when listening to a story read by parents and peers.

Tools/Language Literacy Learning Media

Early childhood learning requires intermediaries who are also called tools / learning media. Learning Media is needed because learning media makes children's learning atmosphere more fun so that children do not feel bored while doing learning in class. According to Nurhayani & Nurhafizah (2022), she stated that in the results of her research, there are several literacy development media that are applied to early childhood learning, namely: '1) digital Media; 2) ICT (Information and Communication Technology) Media; 3) Illustrated story books; 4) APE (Educational Game tool); 5) Science book Media; 6) Learning video Media; 7) Word Card Media.' In line with the expert opinion above on the results of research on media applied in ECE Al-Kautsar Cilegon, there are several Learning media, one of which is digital media where teachers present several learning video displays to be used as early childhood learning media, and ICT Media, where teachers prepare hardware such as laptops, computers or mobile phones as learning media that develop technological capabilities and later children will innovate and be technologically literate.

The next literacy development Media used is the book media, one of which is a picture story book. Children's storybooks are usually more interesting for children to learn because they are visually attractive, have large and clear letter sizes making it easier for children to read. The next Media is Educational Game Tools, educational game tools such as puzzles, blocks, scaffolding, flash cards/ word cards and other media that provide children with education by playing while learning so that aspects of optimal child development.

ECE Al-Kauthar also has a very distinctive media, namely loose parts media, this media is very closely related to ECE Al -Kautsar because the majority or most of the media used in ECE is loose parts. Loose parts are considered as removable materials that are easy to find and do not require large costs and create an atmosphere of active, free, and fun learning, as seen from the documentation notes that show 'children arrange the letters of the alphabet using pieces of wood as a constituent'. The utilization of loose parts Media is considered to be an alternative media that is considered capable of being a literate learning media because loose parts are easy to find, are around the environment children live in, do not require expensive costs, there are no rules that are stable so it is easy to play freely. In line with the opinions expressed according to Karomah et al (2023), loose parts media are

several types with sensorial richness that can be used by early childhood according to the wishes or choices of children, which can be adapted, manipulated, in various ways, encourage creativity and imagination, develop skills and competencies more than factory-made toys, can be used in different ways according to children's ideas, can be combined with other materials that support children's imagination, and encourage open learning. Games with loose media create unlimited possibilities for creativity in learning activities and invite children's creativity to improve children's speech and emotional skills.

At the time of learning literacy in Class A utilizing loose parts of wood pieces to compose the letters of the alphabet, in addition to the children usually utilize loose parts project to create a building/ project that will wake the child. In this project, children interact with each other and express their ideas, and from this, children's literacy skills can be honed from the vocabulary that children hear from interactions between peers. In line with the results of the study, according to Khulusinniyah & Halima, (2022) loose part media has many benefits, one of which is improving language development, when children use loose parts as a play tool used in conversations and stories with friends and people around them, by explaining items that children manipulate, children will be tested for complex new words and involved in arguments- arguments that can improve critical thinking skills when children use loose parts to plan and ideas that will increase vocabulary and literacy. Thus, various media are needed so that literacy learning is designed to be fun so that children willingly and happily follow learning.

CONCLUSION

Based on the results of research on the application of literacy in learning ECE Al-Kautsar Cilegon Banten implementing literacy learning is in accordance with the literacy program that should be, from the arrangement of classes and environments rich in literacy and facilities provided by schools such as the reading corner and the application of children are not taught directly to read and write but are introduced to the main activities that are meaningful and fun. Early literacy skills are developed in an environment rich with the interaction of spoken language, singing, and music used in early childhood learning. In the practice of learning, early literacy skills have been integrated into the media, methods, and evaluation of early childhood learning programs. From the results of the study, in accordance with the theory of the type of literacy, especially early literacy, namely: 1) has carried out learning activities related to phonological awareness, namely children realize that words consist of the smallest sound units, namely the alphabet; 2) teachers have implemented early literacy learning can be seen from learning the introduction of the letter A, the teacher introduces; 4) Teachers get used to reading storybooks before starting learning and at the end of learning; and 5) children are able to express their opinions through speaking activities, answering questions, and interacting with people around them.

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