# PROCEEDING

# International Webinar Series-Educational Revolution in Post Covid Era

## "Teaching and Evaluation for Children in Covid Era"

on 8th, 11th, 14th, and 17th of July 2020

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**UNIVERSITAS NEGERI MALANG**

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**"Teaching and Evaluation for Children in Covid Era"**

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# SCHOOL LITERATION TOWARDS (SLT) LITERATE CULTURE BUILDING IN ELEMENTARY SCHOOL

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**Abstract:** The school needs to create an environment that is conducive for its learners to be lifetime learners. To achieve this goal, the ministry of education and culture develops the program so-called national literacy movement containing the school literacy movement in its. This movement has not been fully achieved because most of the school principals have not comprehended what to do to implement the movement. The challenge to administer this movement in society has something to do with several issues, namely: the movement of a program that cultivates reading habits to spend time or reading habits to form students' interest in reading. There is a need to prepare school principals and teachers who are productive in creating the school as a reading community. This article suggests several ideas to achieve the school literacy movement to promote several activities that teachers need to take. In this circumstance, the teachers should be able to facilitate students by providing ample time and opportunities so that students have enough chance to retell what they read and understand. The school should be able to manage a schedule for students reading activity. Besides, the principals and their supporting staff must enrich the library to facilitate students and cater to their reading habit and interest to build a reading community in the school.

**Keywords:** elementary school, reading comprehension, literacy culture, national literacy movement, school literacy movement.

## INTRODUCTION

Fostering an interest in reading and writing in elementary school students is a challenge for all of us, especially teachers. The practice of education needs to make schools a learning organization so that all its citizens grow as lifelong learners. To support it, the Ministry of Education and Culture develops the National Literacy Movement, which includes the School Literacy Movement.

SLT strengthens the movement of character development as outlined in Minister of Education and Culture Regulation No. 23 of 2015. In realizing SLT's political intentions to become a blossoming movement in the community, the challenge is whether SLT is only a reading activity to fill the time or reading activity to foster reading interest with handpicked reading. As a society that has not had a long literacy culture, in Indonesia, elementary school students are fragmented as to which reading is on their initiative and which reading is useful in schools that should not be disputed. Students are good readers, and readers will certainly be able to write and be able to think.

Reading is a socio-psycholinguistic process as writing can be described as a transaction or interaction between the reader's mind and the language of the text in certain situational and social contexts (Tompkins, 1991). The meaning is formed when the reader transacts with the text. Understanding does not come from reading to the reader; on the contrary, reading comprehension is a complex negotiation between the text and the reader, which is immediately shaped by the situational context and broader with the sociolinguistic context. SLT should facilitate understanding of the meaning of reading because SLT aims to make schools fun and child-friendly learning park so that school residents can manage knowledge (Kemdikbud, 2016). This initiative cannot be fully

translated at the practical level because some school principals and teachers do not yet understand what needs to be done. It must be prepared by productive principals and teachers or the same level of enthusiasm to create schools as a reading community. A comfortable environment for learning is inseparable from the participation of the teacher and the school. Martin et al. (2017), in his research, explained that primary school movement integration intervention had provided satisfying learning outcomes and resources as a contribution to the success of the program. This program is supported by research data that show that parental perceptions are very positive about literacy programming that arises in terms of the environment that supports literacy learning (Clark, 2017).

Literacy as literacy and critical thinking is purposeful action. Literacy is, therefore, motivated and facilitated by social interaction. The point is that the teacher does not tell students to read anymore, but it needs to be cultivated that reading is to learn about something, review ideas, or take notes. Students can make reading as an activity to find out, for example, reading newspapers or encyclopedias.

Based on the results of PIRLS research (2015), the study of the reading ability of fourth-grade elementary school children or the average age of students when attending this study was 9.5 years of age. The average reading achievement score of Indonesian students is 397, occupying the ninth position from the bottom, and all the data is depicted in Picture 1.
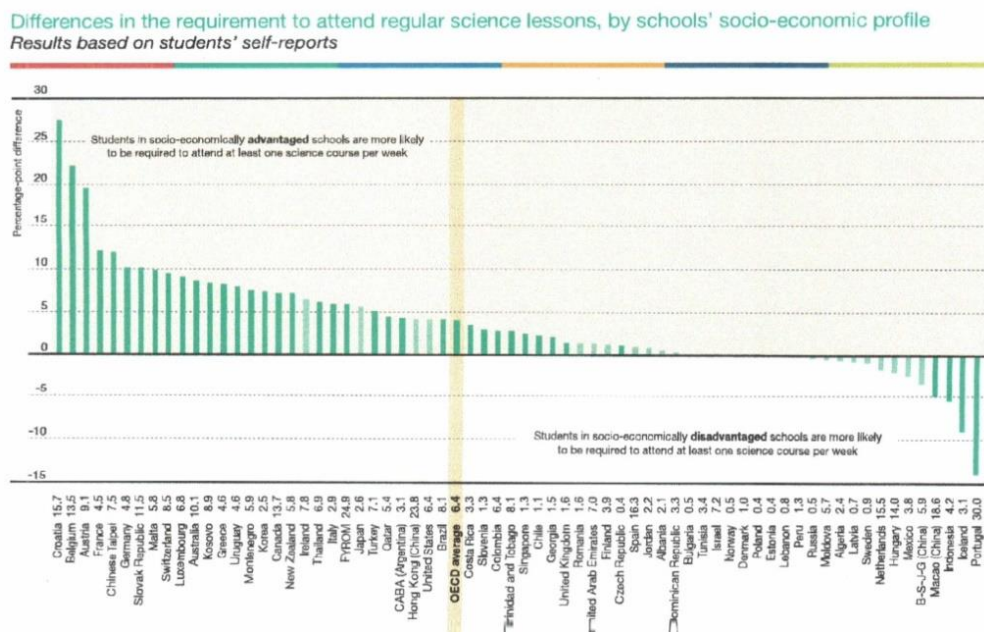


**Figure 1. Relationship of Student Achievement with State Socio-Economics (OECD, 2016)**

From the graph above, it can be concluded that a country's socio-economic conditions affect student reading achievement. This is evidenced by the ability to read the understanding of elementary school students in Indonesia is still below the OECD countries. Therefore, SLT can be one of the solutions for teachers and schools to foster elementary students' interest in reading so that students' reading comprehension skills will be increased.

This condition is very alarming, and improvements must be made in the learning process. It would be more effective if active learning in elementary schools. This condition is reinforced by the explanation of Meyers & Jones (1993), namely, "Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject." This opinion implies that active learning shifts the focus of the teacher as the center of learning, shifts to students, and also participates actively with the material. Through active learning techniques and modeling by the teacher, students release the traditional role as passive receptors in this case, and students are required to learn and practice how to capture knowledge and skills so that they can use them meaningfully.

The above is in line with constructivist learning theory, by adopting Vygotsky's learning theory (1930), Piaget's learning theory (1965), and learning theory from Brunner (1977). In Piaget's theory of learning, children are considered the greatest in building their knowledge. Piaget proposes a new vision for learning where traditional teaching given by older people must be replaced with a child-centered curriculum, where the emphasis is placed on the initiative and independent discovery of children as self-determined learners. SLT can facilitate this.

To achieve the maximum learning objectives, the researcher adopts Brunner's theory of learning for learning, the children learn through three stages of learning, which are determined by the way they look at the environment. (a) Enactive stage, a person engages in activities to understand the environment around, meaning that in understanding the world around them, children use motor knowledge. For example, through bites, touches, handles, and so on. (b) Iconic stage, a person understands his objects or world through pictures or verbal visualization. That is in understanding the world around which children learn through forms of imagery (appearance) and comparison (comparison). (C) Symbolic stage, a person has been able to have abstract ideas or ideas that are strongly influenced by his ability in language and logic. In understanding the world around them, children learn through symbols of language, logic, mathematics, and so on. The communication is done by using many symbol systems. The more mature a person is in his thought process, the more dominant the symbol system. Even so, it does not mean any longer using an active and iconic system. The use of media in learning activities is one proof of the need for an active and iconic system in the learning process.

When children learn, it will be more effective if supported by social constructivism learning theory from Vygotsky, because children need guidance from more mature people so that this learning experience becomes meaningful. The principles of constructivism that are applied in teaching and learning are the knowledge that is built by students themselves, and knowledge cannot be transferred from teacher to student, except only by the activeness of students themselves to reason, students actively construct continuously, so there is always a change in concepts scientifically, the teacher simply helps provide advice and situations so that the construction process runs smoothly, faces problems that are relevant to students, the structure of learning around the main concepts of the importance of a question, seeking and assessing students' opinions, adjusting the curriculum to respond to students' perceptions.

There are two important concepts in Vygotsky's theory, namely the Zone of Proximal Development (ZPD) and scaffolding. In his book Mind and Society (1930), Vygotsky explains that students entering the class are not empty-minded, but have been filled with prior knowledge. To develop the knowledge carried by student-teacher guidance is needed.

The Zone of Proximal Development (ZPD) is the distance between the actual level of development, which is defined as the ability to solve problems independently and the potential level of development, which is defined as problem-solving abilities under adult guidance or through collaboration with more capable colleagues.

Scaffolding is giving some assistance to students during the initial stages of learning, then reducing assistance and providing opportunities to take on greater responsibility after he can do so (Slavin, 2007). Scaffolding is a help given to students to learn and solve problems. The assistance can be in the form of instructions, encouragement, warnings, describe the problem into the steps of solving, provide examples, and other actions that enable students to learn independently.

The principles of constructivism applied in literacy are knowledge built by students themselves; knowledge cannot be transferred from teacher to student, except only by the activeness of students themselves to reason, students actively construct continuously, so that there is always a change in scientific concepts, the teacher simply helps provide advice and situations so that the construction process runs smoothly, dealing with problems relevant to students, the structure of learning around the main concepts of the importance of a question, seeking and assessing students' opinions, adjusting activities to respond to students' perceptions.

From the above explanation, it can be concluded that the most important principle is that students must build knowledge in their minds. The teacher can help this process with ways of teaching that make the information very meaningful and highly relevant for students, by allowing students to find or implement their ideas and by inviting students to realize and use their strategies

for learning. Hence, students can achieve metacognitive knowledge, which involves knowledge of cognition in general as well as one's awareness and knowledge of one's cognition (Krathwohl, 2002). This is very important because students must be made aware of their metacognitive activities, and then use this knowledge to adjust in the exact way in which they think and operate.

Based on the above study, this paper will be advised with consideration of the benefits of the availability of free time to read, especially on his initiative, so what should be done after reading is important. In more detail, this paper will talk about, (1) what should teachers do ?, (2) schools as agents of reform, (3) Estuary SLT.

## DISCUSSION
### *What Must Teachers Do?*

SLT is a social movement with collaborative support from various elements. Efforts are made to make it happen in the form of habituation of reading for students. This habit is carried out with a 15-minute reading activity (the teacher reads books, and the school community reads silently, which is adjusted to the context or target of the school). When reading habits are formed, it will then be directed to the development stage, and learning will be accompanied by a bill based on the 2013 Curriculum. Variations in activities can be in the form of a combination of receptive and productive skills development (Mulyana, 2016). This SLT is implemented to foster student interest in reading and improve reading skills so that knowledge can be better mastered. The reading material contains the values of character, in the form of local, national, and global wisdom, which are delivered according to the stage of development of students (Kemdikbud, 2016). SLT is believed to be able to foster an interest in reading and writing of elementary school students. To realize this SLT intention, then what teachers should do after reading activities, especially on their initiative. In this case, the teacher must be able to facilitate so that students have more time to tell what they are reading and why reading is the student's choice. So that teachers can know that their students like reading fiction, poetry, novels, or informational reading. This knowledge itself will benefit the teacher because, with this knowledge, the teacher can design or design enrichment tasks that are systematically carried out on behalf of the school. This activity can be done, for example, once every two weeks or three weeks. The teacher is obliged to design further activities that must be done after each day. The students are given 15 minutes to determine their reading. Why is that, because in reality in general nothing is done after that.

The suggested assignment design is the assignment design in the form of Student Worksheets in addition to the reading results report, which is designed by the SLT itself. One strategy that aims to activate the knowledge that has been owned by readers in this case, students, is through brainstorming activities. The next step is the teacher writes down the experiences expressed by students on the board, and then the students rewrite their experiences related to the readings they have read. The things expected from this activity are students' interest in the topic of the book to be read as well as skills in writing information from observations and personal experiences (Hardini et al., 2018).

With proper management of activities, students will think uniquely to be able to analyze, solve problems in making decisions (Iskandarwassid & Sunendar, 2011). The important role is the teacher if the teacher is able to manage further activities after reading then students can exchange opinions with their friends that the readings that have been read are exciting and can show their friends where to draw it, etc. That is what is shown in the reality of the real reader or adult reader when finding a good book. And this will not happen when not facilitated by the teacher because it is compartmentalized by class hours. Mistakes that occur include, first, because the hours are too rigid. Second is that some teachers do not understand after the students are given a particular time what to do? And when ?. In this case, schools must be positioned as architects of change for Indonesia.

In managing reading activities, teachers should adopt specific learning model steps for reading, like the Interactive-Compensatory model, which has specific, actionable steps to help students understand both literary and informational texts (Puspita et al., 2017). The steps are as follows: (1) activities before reading, (2) activities while reading, and (3) activities after reading. Although this SLT is only held for 15 minutes, discussing what students have read is very important. Because the meaning of reading will be easily understood by students when what students read directly

responded by the teacher that is discussed or questions and answers between the teacher and students related to things that have been read.

The teacher must follow up on this SLT activity with multiliterate learning, which can be positioned as a new way of teaching. Why this is so, it is very important to foster interest in reading or reading on their initiative among elementary school students. Cope & Kalntzis (2009) and Timucin & Irgin (2015) explained the need to understand meaning must be designed in an active and dynamic social transformation in contemporary forms that are multimodal. That is, understanding the meaning of something can be designed through visual, audio, gestural modes. Then the meaning will be easily understood if it is integrated into everyday media and cultural practices. The traditional emphasis on literacy is necessary

equipped with multiliterate pedagogy by learning how to read and write multimodal texts that integrate other models with language.

In today's class, literacy instruction can be changed, utilizing new technologies that provide opportunities to improve meaningful literacy practices. Over the past several decades, technology has significantly influenced United States schools and the daily lives of teachers and students (Larson, 2008). In addition to more traditional paper, pencil, and book literacy, elementary school students today meet and interact with new literacy, including electronic books, internet-based reading and writing, and online communication experiences, likewise with elementary school students in Indonesia. The author agrees that students today need skills, strategies, and insights to successfully utilize rapidly changing information and communication technologies that continue to emerge in the world. As a result, elementary school teachers from all grade levels both low and high class must be aware of the needs and respond to changes in media technology and resources used both inside and outside the classroom making education more responsive to changing times and students (Larson, 2008; Hobbs, 2006; Leu, 2002).

Elementary school teachers are required to know and understand information and communication technology. To foster interest in reading and writing among students can be motivated by the use of media or electronic books or e-books. The use of interesting and varied media is expected to foster student interest in reading both textbooks and books outside of textbooks. Even at the beginning of the media or sources of literacy for children can use newspapers or posters around the school. With high reading interest, it is expected that elementary school students can understand various sciences, literature and be able to compete globally in the international world so that literate generations can be realized in our country.

### School as an Agent of Reform

In realizing the intent of SLT, schools must be more courageous in terms of managing further activities after students carry out reading activities on their own initiative. Principals with their supporting devices must enrich the library more. In terms of providing various books in the library, schools can collaborate with the parents of students or work with book printing that supports the implementation of this SLT intention. Schools can hold SLT-related activities once in a semester with the support of parents and sponsors who can be invited to work together, for example, by holding a book bazaar.

In this SLT, the school must become a community of readers in the sense that in this SLT activity, students are no longer compartmentalized or separated from each class. Schools must be able to facilitate students as readers. The reader has tastes and has choices with a variety of books. Meanwhile, reading activities at school are always dictated by the teacher through assignments and others that require thought. By facilitating students as readers, the idea of SLT will find its momentum because SLT aims not only to create schools as a community of readers but also to create a community of educated readers who can improve literacy. Therefore through the SLT program, teachers are required to be able to accommodate the ability of children to think critically and analyze what they have read. The results of students' critical thinking can be realized through various works for the lower class that can work using various natural media materials, for example, writing using twigs, forming writing through flour and clay. While for the upper class, his work can be in the form of reading journals or reports on favorite figures in the book he read and the reason. Permatasari et al. (2019), said that playing techniques that are fun in introducing literacy, play is an exciting and

challenging activity for children because in playing, children can express their ideas and ideas without fear of being wrong.

Musthafa (2014) states about the importance of a natural environment for the development of children's literacy. Some of the parents have tried to create literacy practices for their children. But some have succeeded, and some have not succeeded in providing literacy support for their children—both in the form of concrete literacy practices or the provision of artifacts and a supportive atmosphere. Literacy gaps among children are due to the diversity of literacy backgrounds from home; that is, there are children who come from a literacy-rich home environment and those who come from disadvantaged families. Starting from the opinion above, the SLT is expected to be able to close the literacy gap between students because of the diversity of literacy from home in preparation for learning in school. Inten et al. (2016), literacy learning in children should be conveyed and packaged through various interesting and exciting activities in order to foster children's interest in literacy early on. So the school must be able to create a comfortable and pleasant situation for children in terms of literacy so that through these children will be interested and interested in literacy activities even though in their homes they are very minimal with literacy stimuli.

Puspita et al. (2017) explained that several elementary schools in Bandung regency who had implemented SLT and were followed up by other programs related to SLT proved that SLT had a significant effect on fostering student literacy so that it helped improve students' reading comprehension skills. The program is a literacy movement for teachers who teach at the school. The program is carried out every two weeks in the hope that the teachers will be able to make a report on the books they have read. The schools collaborate with the printing of books, one of which is Gramedia. This is intended so that schools have books in the library that are quite complete. Schools also program collaboration with parents. The beginning of the SLT was carried out in one of the elementary schools in Bandung regency, Muhammadiyah Elementary School, because of the awareness of the parents to buy reading books, namely storybooks for their children and brought to school. The parents also worked together to manipulate every corner of the class into an interesting reading angle.

It is intended that students become motivated to read. After actualizing this program, the school should be proud because most students are motivated to read on their own initiative, even though the books are still incomplete. But every student can exchange books with his friends. Students become accustomed to spending free time on the sidelines of learning with reading activities and make reading reports, both in the form of small notes reading results.

The program at the end of each school year makes an activity, one of which is a cheap book bazaar sponsored by Gramedia. This program has been running, and thanks to a collaboration with parents, the books in each class's library have become more numerous, and students can read an average of two books per week. Inten (2017), the soul of literacy, will flourish in children if parents can be role models and direct examples in their daily lives, and literacy has become a part of family life.

Schools must be agents of reform so that the spirit of the SLT is felt by all groups, especially schools and students. Schools must collaborate and give parents awareness about the importance of literacy. Why is it important? Other portraits in primary schools with difficult information access, based on the results of the questionnaire, generally elementary school students in areas with difficult information access are not provided with supporting books in their respective homes. They only listen to stories from their fathers or grandfathers. The unavailability of textbooks and related supporting books greatly affects the literacy abilities of elementary school students (Puspita et al., 2017). Inten's (2017) research results state that 70% of parents have not facilitated literacy activities at home, so this has an impact on children's interest in literacy. Another problem is the lack of student reading motivation (Juel, 1988; Kamgar et al., 2016), finding that 40 percent of poor reader problems refer to a lack of reading motivation. (Maftoon & Tasnimi, 2013; Kamgar, et.al., 2016) suggest teachers must have more strategies in teaching reading skills to increase student motivation, and they see the teacher as a model. So students can learn on their own, and develop their autonomy. In addition to teacher factors that influence the learning environment, factors also greatly influence, such as the provision of learning media and enjoyable learning sheets (Ackerman et al., 2012).

SLT is expected to be able to bridge the gap between students in disadvantaged environments and students in disadvantaged environments. The international world recognizes that the achievement of reading achievement has to do with a country's socio-economic conditions. Reading allows people to develop, no matter where they are in the world. Literacy is a basic skill for proper decision making, personal empowerment, and participation at the local and global levels (Boily et al., 2015). With the SLT-related programs implemented by the school will significantly help SLT to realize its intentions, which is to develop an interest in reading among students so that eventually, it will also grow interested in writing so that primary school students, in particular,, can compete in the international cirque.

### Estuary SLT

Good reading is a goal to know. After reading, what should be discussed is discussed. When one student talks about what he reads, the other student must be trained to listen to the conversation of his friend. Particularly for listening, experts have agreed that most of our knowledge comes from listening or listening. But this knowledge will be easily lost because of unsystematic listening activities. And this can be fertile ground for further research. Likewise, the ability to write has not been developed systematically. A good SLT must lead to the improvement of language skills, namely speaking, listening, reading, and writing, to realize a literate community in elementary schools.

Puspita et al. (2017) explain that students in the primary school SLT model are expected to be able to achieve four levels of understanding, namely 1) literal understanding, in this case, students can recognize and capture the material read out explicitly, 2) Reorganization, namely students can classify, describe, summarize and synthesize the information presented, 3) Inferential Understanding, namely students can utilize information explicitly along with personal experience and prior knowledge, 4) Understanding evaluation, i.e., students can compare previous experiences for elements in new materials such as content, style, expressions, information and ideas, opinions or values of an author. Skills for understanding evaluation include distinguishing fantasy from reality, distinguishing facts from opinions, determining relevance, and assessing appropriateness, completeness, appropriateness, agreement, or acceptance.

After having the ability to speak, listen, write, and read that is qualified, then students are expected to have good metacognition skills. In this case, students are expected to be able to speak well to anyone, behave well as obeying the rules, always do the assignments, be on time in class, maintain environmental health and respect each other, so that literate school communities are realized.

## CONCLUSION

SLT is a big idea of the government to create a community of readers to build a literate culture in elementary schools that need support from various parties. This SLT will be translated at a practical level, and this SLT will find its momentum if the principal and teachers understand what needs to be done. In this case, the teacher must be able to manage activities after reading, especially reading on the initiative of students themselves with consideration of the benefits of the availability of free time to read. The teacher must be able to design activities after reading so that children can produce work from the results or knowledge of reading it. Schools must also become agents of reform, namely by enriching the library, which means facilitating students as readers who have tasted.

In addition to the above, the writer analyzes that the condition of students greatly influences the writing and writing development. Students who come from disadvantaged families in involving literacy and literacy support, in this case, most of the students at this level are not provided with supporting books from parents, students rarely see their parents reading books, newspapers or magazines to get information and listen to parents talk about what they read, students do not get the motivation to learn from parents, for example, parents ask about what they learned at school, what is your experience today at school and others, geographical location as well less support for easy access to information. The lack of fundamental knowledge possessed by students hinders the students' understanding of the text being read. Ideally, schools utilize the literacy knowledge and skills that children bring to school and avoid forcing children to adjust to literacy practices at school.

But in this case, the family plays an essential role in the development of children's literacy. So the cooperation or involvement of parents in school literacy activities is vital to realize the generation of Indonesian literates.

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