



LITERACY STRENGTHENING TRAINING FOR LITERACY AND WRITING GRADE ELEMENTARY SCHOOL TEACHERS IN SORONG REGENCY

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UNIMUDA Sorong

ARTICLE INFO:

Article history:

For Example:

Received 20 August 2020

Received in revised form

10 September 2020

Accepted 30 October
2020

Available online 30
Desember 2020

Keywords:

Type your keywords here, separated by semicolons, minimum of 5 keywords; ←
Cambria 10 pt

Abstract

Insert your abstract text, maximum 250 words providing trial information under the following sections. ***First***, background. Provide context or background for the study and state the study's primary objective or hypothesis in 1–2 sentences. Also, please explain the previous research/program what other people do or what you have done before. Author include hypothesis (if any) which explained the tentative of result. ***Second***, methods. Describe the basic procedures used during the study, including selection of study subjects and observational and analytical methods. Define the primary outcomes that were measured for each group of subjects about implementation of community engagement. ***Third***, results and discussion. Summarize the main findings, including specific effect sizes and their statistical significance, if possible. Include (if relevant) the number of participants in each group, the primary outcome for each group, and any significant adverse events or side effects. Also, please explain relation between your theory and your result in your program. ***Fourth***, conclusion. In 1–2 sentences, state the principal conclusions, emphasizing new and important aspects of the study or observations in aspect of community engagement. Also, mention the recommendation from your manuscript related about community engagement.

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1. Introduction

Lately literacy has been defined as more than just reading and writing skills. Things that involve thinking skills in print, audio, visual, and digital modes are also part of literacy activities. It can be said that the current meaning of literacy is the ability towards multi literacies, such as computer literacy, media literacy, technology literacy, economy literacy, information literacy, and even moral literacy. This is in line with (Permatasari, 2015) that literacy can also be interpreted as being technologically literate, information literate, critical thinking, sensitive to the environment, and even sensitive to politics. Literacy is one of the life skills that can make humans function optimally in their society. Life skills come from how literacy is applied through critical thinking activities. Literacy skills can also be used as a reflection or a reflection of the progress of a nation.

Based on a survey conducted by the International Education Achievement (IEA) in early 2000, it shows that the reading quality of Indonesian children ranks 29 out of 31 countries studied in Asia, Africa, Europe and America. This shows that Indonesia has a low quality of human resources (HR). This reaps a reflection that literacy culture must be instilled from an early age. Early grade students are students who are in the early age range. The early childhood phase is a very important phase in children's development, because in addition to being in the golden period, all the potential of children in this phase needs to be explored. Developments that need to be considered in this phase are language education and literacy skills. Language education from an early age will be able to accustom children to express themselves according to their abilities, both verbally and in writing. This is in line with the opinion of Wildová (2014), its main principle is literacy approach to initial reading and writing. Apart from reading skills, writing skills in the early grades also play an important role, because children who have writing skills automatically have the ability to read. In line with (Cakiroglu & Kuruyer, 2012) "*writing skill is more than a kinesthetic activity which is a more complex and higher level of cognitive activity that should be considered together with the reading skill.*"

The regulation on literacy is contained in Ministerial Regulation number 23 of 2015 concerning the Growth of Character, which is the entry point for the new program of the Ministry of Education and Culture after years of struggling with literacy eradication programs, namely literacy (Antoro, 2017). A. Chaedar Alwasilah (2012) argues that teaching literacy essentially makes humans who are functionally able to read and write, are educated, intelligent, and show appreciation for literature. This is because so far education in Indonesia has been able to produce well-educated graduates who lack appreciation of literature.

Literacy culture which is launched from early grade age becomes the basis for determining success or becomes a gateway for other knowledge in the learning process later. This is in line

with (Kemendikbud: 2016) that the literacy culture that is embedded in students affects the level of success and the ability of students to understand information analytically, critically, and reflectively.

Furthermore, to realize the reflection related to literacy culture, it must be instilled in the early grades, of course there are several components that must participate in the success of the program. One of the main components is the teacher. The teacher becomes a central figure in the early grades in strengthening the literacy competence of students. Starting from this problem, we plan to conduct training for early grade teachers in Sorong Regency on strengthening literacy in literacy which incidentally this training program is also a replication activity of the District Education Office. Sorong with the Unimuda Sorong partnership.

Early grade teachers will be trained in how to teach the four literacy skills and nine literacy components. The four literacy skills are listening, speaking, reading, writing or commonly abbreviated as DUBT. The nine components of literacy include; a printed awareness component, a phonological component, an alphabetical knowledge component, a phonic component, a vocabulary component, a comprehension component, a speaking component, a grammar component, and a writing component. Apart from being given an explanation of the four skills and nine components, the teachers were also asked to carry out simulations related to teaching literacy in early grades. Thus, early grade teachers in Sorong Regency are expected to gain additional knowledge related to teaching literacy in the early grades.

2. Methods

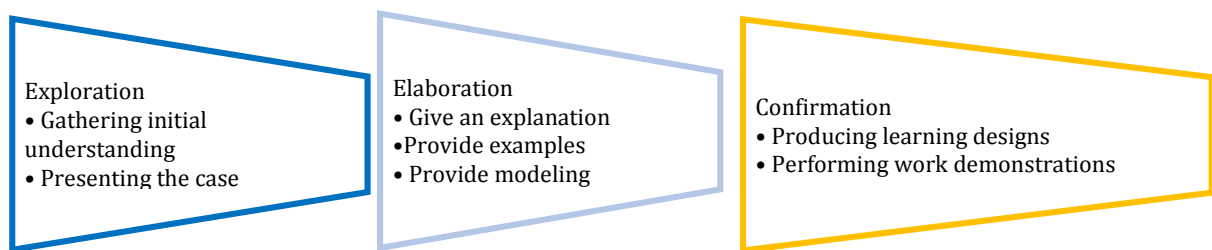
The method used in increasing literacy in reading and writing for early grade elementary school teachers in Sorong Regency is through training activities. Through this training partners are not only given a theoretical understanding of literacy teaching which includes four skills and nine components, but also practice or simulation in teaching four skills and nine literacy components which can be used to improve students' literacy skills.

The training participants were early grade teachers and school principals from the Districts of Salawati, Moisegen, Mayamuk, and Aimas in the Regency of Sorong with a total of 48 participants. This training was held for four days starting from Wednesday, October 28 2020 to Saturday, October 31, 2020 at the Ikawang SP 4 Building, Makbalim Village, Mayamuk District, Sorong Regency.

This training is conducted in three stages, namely exploration, elaboration and confirmation. The exploration phase is the initial stage carried out to explore initial understanding related to the

training topic. At this stage, partners will be given a number of questions (pre-test) related to early grade literacy teaching, namely four literacy skills and nine literacy components and letter sounds. The elaboration stage is a core stage that starts from the elaboration results. At this stage the partners are given modeling regarding learning design and literacy teaching practices which include four literacy skills and nine literacy components. Furthermore, at the confirmation stage, partners were randomly and in turn asked to simulate literacy teaching practices which included four literacy skills and nine literacy components. And then do the post-test.

The following is a picture of the flow or stage of implementing community service activities.



Picture 1. Flow of PkM Implementation Method

3. Result and Discussion

In this section, two things related to literacy strengthening training for early grade elementary school teachers in Sorong Regency will be described, namely the process of teaching four literacy skills and nine literacy components carried out by the resource person and the simulation of training participants regarding the four literacy skills and nine components of literacy. In the process of strengthening literacy literacy training for early grade teachers in Sorong

Training Process for Teaching Four Literacy Skills and Nine Components of Literacy

The process of implementing teaching training for four literacy skills and nine literacy components is carried out in two stages, namely exploration and elaboration. During the exploration session the training participants were given a number of questions and tests on the sound of letters. Based on the answers from the training participants, it can be seen that in general the training participants do not know how to pronounce the sounds of letters correctly and do not know how to learn the four literacy skills and the nine literacy components.

In the process of strengthening literacy literacy training for early grade teachers in Sorong Regency, it is divided into 2 classes so that learning becomes effective, namely class A and class B. Each class is assisted by three facilitators each. The training to strengthen literacy in reading and writing was carried out for four days at the Ikawangi building, Mayamuk District. The

material given in each class on the first day is about prada and introduction to the big picture of literacy. The activity begins with making name tags, class agreements, introductions, and knowledge of learning spells. Then questions and answers about 6 basic literacy, 4 aspects of literacy, and the School Literacy Movement (GLS) that have been implemented in each school. On the sidelines of the activity, the facilitator also introduces several letter garden songs.

The second day of training activities began with a review of the material. Then proceed with Print Awareness material, an activity in the form of giving explanations about terms in print awareness, introducing morning messages, poetry, book rules, timing information, and message content. The next material is the component of Phonology literacy. The activity begins by explaining the definition of phonology and the basic concepts of phonology from Words - Syllables - Phonemes. Then proceed with teaching modeling. The third material is a component of alphabetical knowledge. The activity begins with catching the spy as the energizer, then introducing the character Mm through the story, then the participants are asked to sing together, make a pattern for the letter Mm and write on a sheet of 4 lines. Then give an overview regarding the components of Alphabetical Knowledge, the sequence of learning, namely Listen-Speech-Read-Write, and the question and answer session. The second day's activity was closed with a brief introduction to phonic material.

The third day of training activities began with continuing the phonic component literacy material. The training process is carried out by delivering phonics teaching methods, namely: sound of letters, sound symbols, reading syllables, written syllables, read words, word separations, written words, read sentences, and finally written sentences. The fifth training material is the vocabulary literacy component. This activity begins with questions and answers about vocabulary components in verb literacy, adjectives, nouns, and question words. Then proceed with doing vocabulary teaching modeling. Furthermore, the sixth material from the literacy component is the material for understanding. Comprehension material that begins with the activity of introducing fiction and non-fiction books, question and answer differences between the two and how to introduce them to children. Then after that do modeling reading along with understanding then the participants are asked to fill in the story map according to the book read.

The next activity is the delivery of the Grammar literacy component material. In this grammar session, the two classes started the activity by discussing the meaning of grammar, then the facilitator asked participants to open the module to discuss 16 grammar terms. The two facilitators in each modeled the grammar teaching. The next material is the Speaking literacy

component. The activity begins with a simulation of presentation attitudes by the two facilitators in each class. Then the facilitator opens a question and answer session as a poll.

The fourth day began with a review of the material on the first day to the third day. After conducting the review, the next material is continued, namely writing literacy components, which is the last material in this series of activities. The teaching of writing literacy components begins with discussing pre-writing and writing material along with the methods and steps for its activities. Then convey some negative and positive impacts that occur from various factors if the pre-writing and writing activities are not delivered or carried out by students. The facilitator together with the participants conducts practical or motor therapy pre-writing activities, and then conveys some concepts and types of writing. After presenting the material, the training participants are asked to make a writing sample from one of the types of writing in the module. This writing material ends with a question and answer about writing activities.

After the delivery of the last material, the small classes (grades A and B) are returned to the large (general) class to receive MBS materials (Reading Corner, School Literacy Movement, Education Campaigns, and Child Friendly Libraries), Positive Discipline materials and special education for children who have social and emotional problems. The session began with an opinion poll, then knowledge about reading corners, positive discipline, and the school literacy movement. In this session, there were more sharing activities or good practices from each school and also sharing or receiving grievances from the principal regarding school conditions and problems faced by teachers when dealing with hyper active children. The series of closing activities is not a core material. This material is as additional or bonus material.

The following are some documentation of the training procession for literacy strengthening activities for early grade teachers in Sorong Regency.

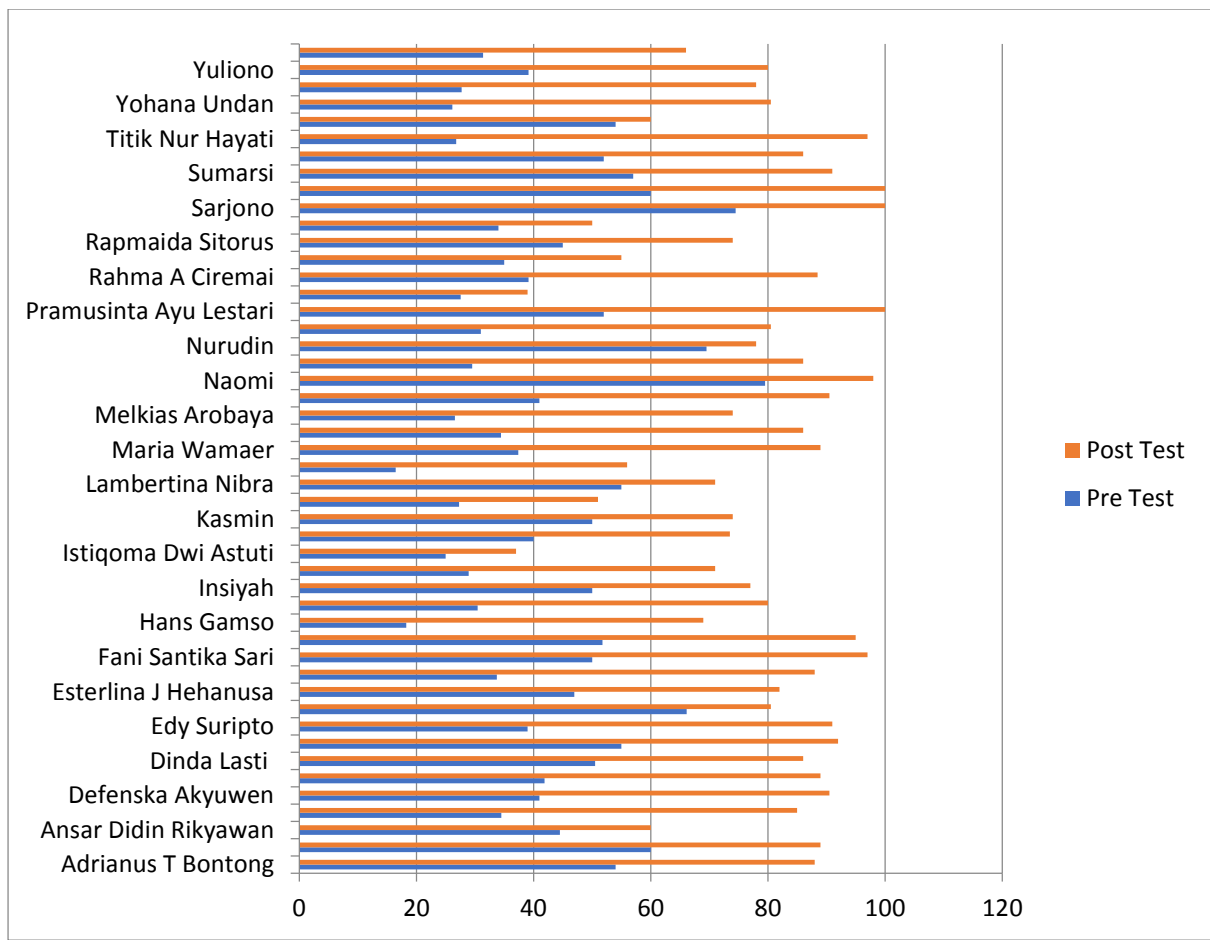




Simulation Process for Teaching Training Participants Four Literacy Skills and Nine Components of Literacy

The simulation process of literacy strengthening training participants which includes four skills and nine literacy components is carried out after getting modeling from the facilitators. After the participants have done modeling they also have to do a post-test as a confirmation stage.

Based on the results of the strengthening literacy training for four days, it can be concluded that the competence of teachers in the four literacy skills and nine literacy components has increased. This can be seen from the results of the pre-test and post-test below.



4. Conclusion

Based on the implementation of training activities that have been carried out, it can be seen that the understanding of the training participants or teachers about the four literacy skills and nine literacy components has increased. The average initial understanding of the training participants about the four literacy skills and nine literacy skills was only 44.4%. After participating in the literacy literacy strengthening training activity, the increase was very significant, namely to 96.6%. This shows that the training activities held for the training participants took place effectively.

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