

Teachers and Parents Collaboration in Literacy and The Student Character Learning

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Abstract. Literacy and acculturation of main character values are programs that must be implemented at school. However, the covid-19 pandemic requires students to learn from home. Therefore the changes of implementation are needed. This condition also occurs at Muhammadiyah elementary/middle schools. As a result, this study aims to find out the school's efforts in literacy habituation and acculturation of student character values using a descriptive qualitative approach, also online and offline interviews to obtain data from teachers, students, and parents. Data analysis used in this research is ATLAS.ti software as well as data reduction, display, and presentation. The results showed teacher's creativity is collaboration with parents in familiarizing student's literacy at home. Teachers familiarize fifteen minutes of reading literacy in online learning and ask students to read fiction and non-fiction storybooks, comics, and others. Meanwhile, literacy support facilities are provided by parents. For character acculturation, teachers and parents support each other by giving advice, examples, and good role model. Parents remind children to worship and teachers provide rewards for students. Teacher and parent collaboration runs smoothly with good two-way communication in order to develop literacy skills and the application of student character according to the morals prevailing in society.

Key words: Character values, literacy, teacher and parent collaboration

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INTRODUCTION

The goals of the Republic of Indonesia include "...educating the nation's life..." which is written formally in the Constitution of the Republic of Indonesia UUD 1945 and in Law No.20/2003 on National Education System. The life of a smart nation requires character education that can be built with literacy skills.

The intelligent life of the nation has been laid as the foundation of state administration by the founding fathers. This visionary hope, a nation that is intellectually intelligent (IQ), emotionally intelligent (EQ), and spiritually intelligent (SQ) has actually been exemplified by these statesmen. They are very concerned with the people in every decision made, which can be observed from the contents of the 1945 Constitution of the Republic of Indonesia which is reflected in its articles.

A smart nation can be developed through character education, so it is very necessary to acculturate in order to prepare students for the 21st-century. Education in the 21st century must be able to ensure that students have the skills to learn and innovate, the skills to use and utilize technology and information media, also can work and survive by using life skills (Afroni et al., 2022; Belle & Seerauj, 2021; Gao, 2022; Piragauta & de Oliveira, 2022; Rong et al.,

2021). These life skills have come to be known as the 21st-century skills concept. A number of organizations and institutions have attempted to formulate and explain the competencies and skills needed in facing 21st-century life (Anggraeni & Mundilarto, 2020; Jie et al., 2022; Khusna Faela Shufa, 2018; Pino & Mazza, 2016; Rakhmonova, 2021; Supriehatin et al., 2022; Tseng et al., 2022).

Good character will lead to success. To support student success, it is necessary to acculturate the main character values: religious character, nationalism, independence, mutual cooperation, and integrity. One of the efforts that can be made is through literacy as a key skill to face the 21st century. Civilization of main character values has been implemented in several schools and there have been changed in implementation patterns due to the Covid-19 Pandemic (Aletheiani, 2021; Jin, 2022; Kormos, 2022; Lindberg et al., 2021; Park et al., 2021).

Several studies on the acculturation of main character values at SD / MI Muhammadiyah provide reinforcement that in general schools play an important role in student character education, especially during the Covid-19 pandemic (Haiq et al., 2020; Puspitasari et al., 2021; Roziqin et al., 2021). Many character education problems need to be addressed during the Covid-19 pandemic. It could have an im-

fact now or maybe in the next few years it will only be known. Meanwhile, the acculturation of main character values still needs to be given to students, by adapting the implementation during the Covid-19 pandemic.

Students' literacy skills have an impact on the acculturation of main character values in SD/MI. The rapid changes, cultural diversity, globalization process, media, and value crisis in modern society require in-depth reflection on the role of education and teachers in the formation of students' character comprehensively. Muhammadiyah as an organization that is very concerned and consistent in education prioritizes character education and improving students' literacy skills, especially in Muhammadiyah primary schools and among Muhammadiyah citizens in general.

Understanding the importance of literacy, its role in character education, and the efforts that have been made by Muhammadiyah primary schools, it is interesting to conduct a fundamental study of the literacy skills of Muhammadiyah primary school students, especially in East Java.

METHOD

The Phenomenological approach is applied to reveal the common meaning that is the essence of a concept or phenomenon that is consciously and individually experienced by a group of individuals in their lives. The phenomenon to be explored is based on the point of view of a single concept or idea (Creswell, 2014). Muhammadiyah elementary/middle school students in East Java were the informants and data collection methods were purposive procedures, groups of participants who became informants with selected criteria relevant to the acculturation of main character values. The survey, field observation, interview, documentation, and triangulation methods were used (Bungin, 2003; Ghony & Almanshur, 2012).

Research with a phenomenological approach with the research subjects of fifth grade students in Elementary School/MI: SD Muhammadiyah 18 Surabaya; SD Muhammadiyah 16 Creative Surabaya; SD Muhammadiyah 13 Surabaya; MI Muhammadiyah 25 Surabaya; MI Muhammadiyah 5 Surabaya; SD Muhammadiyah 19 Surabaya, which was held in September to December 2021.

Data processing, descriptive-qualitative data analysis strategy: (1) data reduction, (2) data display, (3) data analysis, (4) drawing conclusions and verification, (5) improving the validity of the results, (6) narration of analysis results (Miles & Huberman, 1992; Strauss & Corbin, 2003). Using ATLAS.ti

software. This software is useful in helping the data analysis process of qualitative grounded theory research, in processing the data, each data is given a coding so that it makes it easier for researchers later to recall the data as material for discussion in their research. The researcher hopes that a procedure for the process of analyzing qualitative data with the help of ATLAS.ti will emerge through an example of application in one of the cases on the topic of acculturation of values. The result of this research is the researcher's version of the procedure based on the case that the researcher uses (Afriansyah, 2016).

The research stages of Miles and Huberman are as follows; 1) Building a Conceptual Framework (literature review, initial observation) 2) Formulating Research Problems 3) Sample Selection and Research Restrictions 4) Instrumentation (interviews and observations) 5) Data Collection 6) Data Analysis 7) Matrix and Conclusion Testing.

RESULTS AND DISCUSSION

Literacy habituation in Muhammadiyah Elementary/Middle School students in the Covid-19 Pandemic Era can be carried out due to the collaboration of teachers and parents in learning activities from home. The positive impact of learning from home is that learning becomes flexible for students, but teachers need to improve competence in implementing learning and require creativity in providing teaching materials as well as a variety of relevant learning methods, media, and learning resources. Meanwhile, the negative impact was found not to develop students' social literacy (Alsubaie, 2022; Kersch et al., 2020; Park et al., 2021).

One of the benefits of the School Literacy Movement program is increasing students' interest in reading (Juminingsih, 2019; Salma & Mudzanatun, 2019). Through comic reading activities, students formed disciplined characters. (Saputra & Soeharto, 2015), which can specifically motivate children in literacy (Golding & Verrier, 2021). It is necessary to combine the literacy system with multi-platform digital media which is beneficial for the development of knowledge, especially in writing texts for students. In addition, it is also useful for teachers to take the first step in developing students' literacy skills using digital media (Hidayat et al., 2022). Functional literacy has the function of developing basic human abilities which include the ability to read, write and count functionally in improving the quality and standard of living of the community (Laksono et al., 2018; Pyvovar, 2021).

Literacy (reading and writing) is the foundation of all learning, including science, technology, math-

ematics, character education, and higher-order thinking skills (HOTS). In developing literacy, teachers need to increase the ability to arrange teaching materials, teaching methods, media, and learning resources, and evaluation of learning outcomes (Kersch et al., 2020; König et al., 2022) The results of the flipped classroom model research show an interaction effect between learning models and creative thinking on science literacy. The flipped classroom model is a student-centered learning method consisting of two parts, namely interactive learning activities during learning and computer-based individualized teaching outside of learning (Susanti et al., 2020). The ICARE-based Production-Based Training learning model is effective in significantly improving entrepreneurial literacy skills. The results showed an increase in literacy skills, especially for women (Suminar et al., 2021). Online neural evidence for the existence of qualitatively different styles shows the potential for studying narrative comprehension with neuroimaging methods. (Nijhof & Willems, 2015). Students experiencing difficulties in reading, writing, and communication, following a program through scientific research, with science topics experienced improved vocabulary, presentation, and advocacy as literacy skills (Ippolito et al., 2018). There is a significant effect of music group training on reading development as evidence that music education can support literacy skills (Slater et al., 2014). Meanwhile, programs that can support the literacy movement policy are Reading Group, Morning Motivation, Mini library, Library procurement, Best Reader of the Month, Books Lover, October language month, World book day, Book endowment, Story Telling, Mading, Library class (Wulandari, 2017).

The fifteen-minute reading habit based on interviews with students, teachers, and principals is one of the literacy methods at Muhammadiyah primary schools but parents do not know about it. It is carried out at the beginning of the lesson while listening. The fifteen-minute reading activity is in line with the literacy program launched (Lolotandung & Trivena, 2022). The 6M program: observe, create, communicate, appreciate, post, and demonstrate is a program to create a culture of literacy in the classroom, namely by integrating teaching materials into activities (Akbar, 2017). Literacy done with stories can cause strong emotions. Research results show that the experience of emotional tension depends on brain areas associated with social cognition and predictive inference (Lehne et al., 2015). The study aimed to evaluate the effects of reading literary fiction, compared to nonfiction and science fiction, on empathic abilities. The results showed that after the

reading phase, the literary fiction group showed improvement in mentalizing ability, but no effect was seen on emotion-sharing ability (Pino & Mazza, 2016). Thus literacy can be applied with a variety of programs that are in accordance with the creativity and ability of teachers in learning.

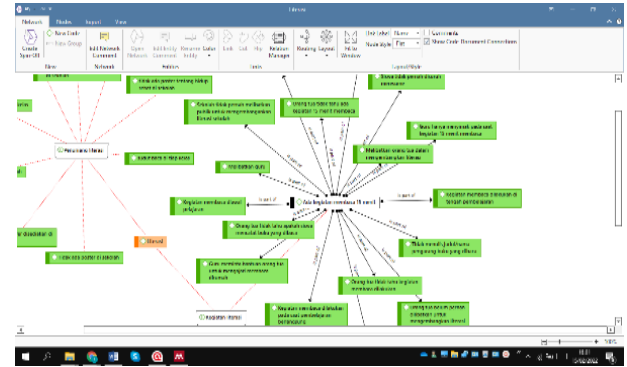


Figure 1. Literacy Network

The literacy habit at SD/MI Muhammadiyah collaborates with parents to provide books at home that children need. Parents accompany children to the local library, public library, and shop at bookstores. Teachers ask parents to teach or accompany children to read at home. But teachers do not ask students to write the title or author of the book they read or make a resume. Schools have never involved the public in developing literacy but some schools have involved parents in developing literacy.

Literacy support at SD/MI Muhammadiyah is that there is a library in the school that was poorly maintained during the Covid-19 pandemic. There is a reading corner in the classroom, but some schools do not yet have a reading corner. Literacy support has been provided by engaging parents to complete the reading corner in the classroom. Some schools even involve parents in completing the reading corners. Overall, each classroom has a board or display of student work. Posters or flyers inviting students to read are available at school and there are also posters at students' homes. Due to the covid-19 pandemic, the school made posters/flyers about healthy living.

Good reading and writing skills as a benefit of literacy also impact student character. This raises students' awareness to apply character values in their daily behavior (Asrial et al., 2022; Sun et al., 2020).

Literacy habituation in students strongly supports the implementation of Strengthening Character Education (PPK) in schools. As the fundamental purpose of education in developing the intellectual potential and character of students. Thus, it can be seen the impact of students' literacy culture on the application of character values in the Strengthening

Character Education Program at SD / MI Muhammadiyah (Hendarman et al., 2018). Basically, character education has been applied a little before Indonesia's independence, Soekarno stated that there is no independence if, in the mentality of the nation, there is no independent spirit and will, build a nation with the character to achieve an independent Indonesia. Character is something that is very important and vital for achieving life goals. Character is the choice of encouragement to determine the best in life. As an encouragement or choice of the Indonesian nation that applies today based on Pancasila. Because basically, the Unitary State of the Republic of Indonesia has a special philosophy, namely Pancasila, then when talking about implementation issues, at least it must refer to Pancasila (Shubhiy & Rohmat, 2021).

The implementation of the first principle of Pancasila, namely Belief in God Almighty, can be seen from the indicators of obedience of Muhammadiyah Elementary / MI students in carrying out worship (piety), such as praying five times, fasting in the month of Ramadan is also full and even fasting on Mondays and Thursdays, and reciting the Qur'an in the afternoon. In line with research at SD Nasima, the religious character of fifth-grade students of SD Nasima is generally also in the good category, namely 72%, and full-day school has a significant effect of 51.8% on the formation of the religious character of fifth-grade students of SD Nasima Semarang (Raharjo et al., 2018). Formal educational institutions are considered effective in cultivating Islamic values for character building for learning citizens. Professional practitioner activities combine a constellation of values, goals, sanctions, knowledge, and methods that are consistently manifested in the form of certain moral ideas (Bennett et al., 2021; Kuswandi & Himayaturohmah, 2018).

Based on the religious character education instrument, 84 quotes were summarized from interviews with teachers, students and parents, which are presented in the following network distribution:



Figure 2. Religious Network

Students' religious character is also manifested in

the sincerity of helping friends who are experiencing difficulties, and also the role of parents in teaching sincere attitudes to their children. Self-confidence is instilled to believe in one's own answers and have good initiative. Teachers play a role in teaching students to stand firm and are supported by parents as role models. Responsibility for environmental cleanliness is practiced by throwing garbage in its place. Not bullying friends and breaking up disputes with friends. At school, there are no friends of different religions, but they do not object to friends of different religions in the home environment. The role of parents in teaching peace and not be picky about friends. Thus, parents strengthen character education informally. In addition, non-formal education is needed to support character through extracurricular activities at school. It is very useful to provide positive character strengthening and even become a "must" so that student character develops well (Widodo & Nusantara, 2020). Character is the identification of indicators that students are expected to have so that children can increase knowledge, study, internalize and have a personality with a noble character that manifests in everyday life. Ideally, character education requires a variety of approaches or a comprehensive approach (Baedowi et al., 2015; Citrohn et al., 2022; Garzón-Artacho et al., 2021; Green, 2021; Hsiang et al., 2022; Manurung et al., 2023; Paramadita et al., 2018; Sun et al., 2020).

Acculturation of character values requires stages of teaching, habituation, modeling, motivating, and enforcing rules. These stages are supported by various strategies, methods, and systematic approaches. The results of the process of acculturating character values include religious, responsible, independent, courageous, disciplined, caring, and civic-minded characters (Bennett et al., 2021; Hastasari et al., 2022; Istiqamah, 2019; Shubhiy & Rohmat, 2021). Learning character in one's life is very important, as well as a person's moral character is more important than his intelligence, and the key to success is to have good character (Chien et al., 2016).

Based on the independent character education instrument, 58 quotes were summarized from interviews with teachers, students, and parents which are presented in the following network distribution:



Figure 3. Independent Network

The hard work ethic of SD/MI Muhammadiyah students is an effort to struggle to have independent character. Being a lifelong learner is the hope of parents and teachers for the character of students so that they have designed their goals for the school they want to go to after graduation. They have dreams and discuss with their parents in supporting their choices. Teachers give rewards to students as motivation and support for students' good fighting power. Dare to get back up as a form of courage and resilience that students have. Parents teach them to have the courage to express their opinions since childhood and to be assertive.

The dimensions of character education and friendship need to be considered in intervention programs in order to foster self-esteem as a foundation for students to grow and develop in the future (Sugiarti et al., 2022). Research in America mentions a person's preference for moral messages and depiction of characteristics in children's films. It is obtained that heroic characters are more caring and fair than villains (Gehman et al., 2021). Thus, individuals need to have beliefs about moral virtues, namely caring and justice, which need to be applied in life.

The relationship between education and cultural transformation in character building is the process of internalization, namely the process of instilling values about culture. Carried out through various didactics-methods of education and teaching, such as education, indoctrination direction, brain-washing, and so on (Zali, 2018). The process of character acculturation can be integrated into various elements including; vision, mission and school goals, professional leadership management, personnel commitment, utilizing teacher competence, civilizing positive attitudes, exemplary school members, adequate infrastructure, acculturating positive interactions, and building a comfortable atmosphere, as well as maximizing school management patterns (Nailasariy, 2020).

Based on the integrity character education instrument, 63 quotes were summarized from interviews with teachers, students, and parents which are presented in the following network distribution:



Figure 4. Integrity Network

The relationship between education and cultural transformation in character building is the process of internalization, namely the process of instilling values about culture. Carried out through various didactics-methods of education and teaching, such as education, indoctrination direction, brain-washing, and so on (Zali, 2018). The process of character acculturation can be integrated into various elements including; vision, mission and school goals, professional leadership management, personnel commitment, utilizing teacher competence, civilizing positive attitudes, exemplary school members, adequate infrastructure, acculturating positive interactions, and building a comfortable atmosphere, as well as maximizing school management patterns (Nailasariy, 2020).

CONCLUSION

The Covid-19 pandemic has caused literacy to be inapplicable in Muhammadiyah elementary/middle schools because the Covid-19 pandemic requires students to learn from home. This condition fosters teacher creativity to collaborate with parents in familiarizing students with literacy at home. What teachers activity is asking parents to provide literacy facilities and books as well as encouragement and supervision of children at home. Efforts made by parents include accompanying students to read other than textbooks, taking them to public and regional libraries, and buying fiction and non-fiction storybooks, comics, novels, and others. The habit of seeing, listening, writing, reading, and/or speaking from literacy fosters students' understanding and awareness of good character. Students' character is monitored by teachers by establishing good communication with parents in sharing the role of duties and responsibilities in students' learning activities from home. Religious character, independence, and integrity are the central character values of Muhammadiyah SD / MI students that are applied in life. It is manifested in the behavior of students performing mandatory and sunnah prayers, fasting Ramadan, reading the Qur'an, and sadaqah with their own awareness. Learning, reading, writing, and doing school assignments on time independently. Implementation with an honest attitude, loyalty to friends, fairness, and apologizing if wrong. Thus, students with good literacy have an impact on good character as well, fostering awareness to apply character values in everyday life, such as helping others, having a sharp mind, empathizing, positive attitude, caring, being willing to listen, and having a good moral understanding.

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