



# The Role of Literacy in Class 1 Teaching and Learning Activities of Elementary Schools in Jepara

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### Abstract

This study aims to determine basic literacy in teaching and learning activities for grade I elementary schools in Jepara. The research used a qualitative approach with descriptive research methods using data collection techniques such as observation, interview and documentation. The research subjects were school principals and grade I teachers of SDN 1 Kalipucangwetan. The results of the study explain that basic literacy in teaching and learning activities in class I has a role as (1) activities that help achieve learning objectives. Literacy activities can be placed in the core activities of the lesson plan. The teacher designs learning activities as well as literacy activities (2) Media literacy can be a learning medium. The media used by the teacher is in the form of media that can be good teaching aids for literacy activities that are combined with teaching and learning activities. (3) The materials used for literacy are the same as class I subject matter, especially in alphabet, phoneme and vocabulary materials. Teaching materials that become literacy materials are adjusted to the pleasant first class characteristics

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## INTRODUCTION

The world is entering the industrial 4.0 era and society 5.0 era where the flow of information cannot be easily controlled. All countries are competing to participate actively in the flow of progress that is happening in the world. Many industries and changes in their respective fields cannot be expected to experience gains or losses. All sectors in developed and developing countries have had the impact of both eras. This is also experienced by the Indonesian state as an Asian country that is part of the MEA (Asian economic community) circle. There are no boundaries between countries. The transparency of the cooperative relationship is open to each other so that they both benefit from each other.

The existence of this life-changing phenomenon makes the order of life that occurs in Indonesia also changes. All fields in Indonesia play an active role and are experiencing rapid changes. Changes in policies or changes in patterns in order to achieve agreed targets. The education sector also received significant policies compared to the previous policies that had been implemented. According to the Ministry of Education and Culture's learning house pen, the regulations presented are guided by the skills of the 21st century which are oriented towards knowledge, attitudes and high-order thinking skills or what is called HOTS (High Order Thinking Skill).

Learning in the 21st century has several characteristics including HOTS thinking skills, strengthening character education and literacy intelligence. Literacy activities are the main point of the ability of the 21st century which are being intensified throughout the country.

According to Olaniran (2020) literacy is one of the concepts that is proven to give birth to multidimensional and always changing because literacy describes and interprets various ways. Several types of literacy that can be learned include basic literacy, health literacy, numeracy literacy, information literacy, media literacy, visual literacy, scientific literacy, financial

literacy, road safety literacy, civic and cultural literacy.

Literacy activities are applied to all levels of students in school. In fact, according to Autry et al (2019), when students enter kindergarten education, it can be estimated as an emergency literacy ability. Pre-school education is expected to be able to stimulate students to have awareness of literacy even with activities that are tailored to student characteristics. Kraus and Hutton (2015) state that literacy is the development of abilities before reading and writing. It is necessary to introduce literacy from an early age before children enter the school education level. This is in line with the research conducted by Jin et al (2020) that oral language needs to be learned in preschool children before entering school. All children get the same opportunity there is no limit to the gender of boys and girls.

Oral language has an important role for literacy development. This can be proven by research conducted by Wilcox et al. (2020) that literacy skills in young people are currently experiencing speech development but language weakness so that it needs to be developed in literacy with spoken language which includes vocabulary, phoneme awareness, knowledge of the alphabet, old spelling. Literacy for developing spoken language can be started from pre-school education to sustainable school education levels.

At the basic education level students need to be introduced to literacy starting from grade one. So literacy that is appropriate and in accordance with the characteristics of first class is basic literacy, especially reading and writing. Basically, first grade students do not have the obligation to read and even write according to the opinion of Santrock (2011), the psychological development of children aged seven years old, their reasoning patterns are not ready. However, it is contrary to the study conducted by Dirman and Juarsih (2014) that students will easily understand the concepts taught by the teacher if students experience it themselves. So it is necessary to know literacy in order to get an understanding on its own.

The government in the education sector formulates a standard process as a minimum

standard that needs to be applied during the learning process in school. The process standard is regulated in Permendikbud No. 22/2016 which refers to the Standar Kompetensi Lulusan (SKL) and Standar Isi (SI) that the characteristics of the knowledge aspect encourage students to produce creative and contextual work, both individually and in groups, it is suggested that produce problem-solving based work.

The process standard was deepened by the existence of Permendikbud number 37 of 2018 concerning core competencies and basic competencies explaining that in primary education at the first grade level there is a knowledge competency which contains symbols of vowels and consonants and vocabulary. The competency skills in the Permendikbud contain students who are expected to be able to use vocabulary. For this reason, first grade students have the initial abilities in the form of letter recognition, pronunciation, vocabulary recognition and being able to know the meaning of the vocabulary.

Based on the above rules, actions are taken in the form of literacy activities that are included in classroom learning activities so that they can bring out language skills, especially in first grade elementary school students with unique characteristics. According to Dirman and Juarsih (2014) that the skills possessed by students will form a habit. Literacy activities are packaged with the help of media so that they can be applied to learning activities containing learning material.

Basic literacy activities that are included in teaching and learning activities are intended to train students' initial abilities in recognizing languages. At the primary school level which is oriented towards the ability to study to solve problems, it is not just accustoming students to reading or writing. According to the Director General of Basic Education (2016) literacy can be defined as the ability to access, understand, use methods through reading, viewing, listening, writing and speaking activities.

Permendikbud number 23 of 2015 has stated that in order to foster literacy in students, students are asked to do reading activities for 15 minutes before starting teaching and learning

activities. The material that students choose to do literacy is reading books or other reading material outside of the subject matter to be studied on that day. This fosters the perception that literacy activities are a separate unit from the teaching and learning process.

Such literacy activities are meaningless, especially for the teaching and learning process. Students carry out literacy activities only as a substitute for the teacher's assignment. Based on these conditions, literacy can be given to students from an early age starting with elementary school students. Through literacy activities students are accustomed to solving problems because with literacy students are sharpened their thinking skills.

For this reason, the skills of teachers in the teaching and learning process require an appropriate teaching strategy so that it can produce a young generation with global competitiveness. Literacy activities in grade one elementary school are directed at basic literacy, especially reading and writing for phoneme and vocabulary skills.

## **METHOD**

The methodology used in this research is a qualitative approach. The research subjects were the principal and class teachers of SDN 1 Kalipucangwetan. Qualitative data analysis was done by data triangulation. This study uses instruments that include in-depth interview sheets, observation and documentation. The analysis technique is done by presenting the data and drawing conclusions.

## **RESULTS AND DISCUSSION**

### **Literacy Activities**

The ability of the 21st century in the field of education is deepened by literacy activities. According to the Director General of Primary and Secondary Education (2016) literacy can be defined as the ability to access, understand, use methods through reading, viewing, listening, writing and speaking activities. A series of literacy activities are related to language

activities. This is supported by an explanation from the Center for Development of the Language Development and Development Agency of the Ministry of Education and Culture (2016) that literacy can be interpreted as literacy, which means that someone has the ability to read and write.

Literacy activities implemented in elementary schools enter the habituation stage so that students become familiar with literacy activities. The right type of literacy is basic literacy with written basic literacy specifications. According to Kim et al (2019) reading ability is the foundation for everyday life. Reading is one of the basic skills at the heart of academic achievement in modern times so it needs critical implications for students.

The basic literacy activities of reading and writing become a bridge in teaching language material to first grade students. Forms of linguistic material in first grade students include the alphabet, phonemes and vocabulary where these materials serve as the foundation for further material. Research conducted by Maureen et al (2020) described phoneme awareness isolating a single sound from a word. The vocabulary and phonemes are related. Vocabulary as knowledge of meaning but still considering how to obtain these vocabulary (Hwang et al, 2020)

The existence of literacy in teaching and learning activities can be a meaningful activity. Initially literacy activities were only given during preliminary activities before teaching and learning activities with material other than the learning material that the teacher would provide on the same day.

The literacy given to the first grade in teaching and learning activities in the classroom also requires media as a teaching aid. The media used for literacy is used at the same time to convey learning material. Based on observations made by researchers, the teacher uses letter cards to teach basic literacy in the form of the alphabet. Through these letter cards, the learning objectives in the form of a phoneme, namely the pronunciation of the sounds of the letters can also be achieved.

In addition, data triangulation was also conducted by interviewing class teachers on how to use learning media. The results of the interview showed that the media had an important role in literacy activities as well as a tool to convey learning material.

Letter card media makes it easier for students to recognize and can also distinguish letters from one another. Students are able to pronounce the sound of letters using the help of these letter cards.

### **Class 1 Characteristics**

Grade one student aged 7 years. At the age of student experiencing a transition period from pre-operational to concrete operations. Santrock (2011) states that children are underage of 7 years, cognitive dominated by egocentrism and magic with delusion. First grade student are expected to have entered the age of 7.

Theory known as cognitive is Piaget's theory of the concrete operational stage with a characteristic focus on one object only. In addition, student also have an interest in new things. The need for real examples in providing material to students. Observation activities, the teacher brought learning media in the form of letter cards that had different colors. The student's enthusiasm was very high towards the media, they wanted to see and ask each other about the media brought by the teacher.

It was explained that the media has an important role in teaching and learning activities. The potential effect of media use on skills for school readiness (Ribner et al, 2020). The need for motoric stimulation of student in order to function optimally.

The level of boredom of first graders was very high. If the teaching and learning process is only given the activity of listening to material, student will quickly get bored. For that, the need for activities that involve students directly is presented with interesting activities. Involving literacy activities in teaching and learning activities makes students more enthusiastic.

Literacy activities in learning are designed with a game method but cannot be separated from the learning objectives to be achieved. There

is a post facility where you can pick up materials that are installed attractively. Based on interviews with class teachers, it was found that students were happy with the evidence that all students participated actively in learning. In addition, from the observation activities during the learning process that there were no students who still in their seats without participating in the lesson.

### Teaching and Learning Activities

According to Santrock (2011), home environment is the main thing that affect early language skills so that it will facilitate school readiness. At the primary school level, it is influenced by preschool education or education in the family environment as well as in kindergarten. Based on an interview with the principal of SDN 1 Kalipucang Wetan, one of the requirements for new student is that children aged 7 years and are not required to have previously educated in kindergarten.

Teaching and learning activities that occur in grade one get language material that emphasizes the phoneme and vocabulary. Observation activities carried out obtained teaching and learning activities that occur in schools using handbooks in the form of student books made by the Ministry of Education and Culture's Balitbang Center for Curriculum and Book team. However, based on research conducted by Darma (2016), the elementary school curriculum 2013 textbook on language material has led to two or more syllables so that students have less experience of how syllables can be formed.

The need for activities that involve students directly is not only receiving material explanations but also building concepts accompanied by a teacher who acts as a facilitator. Ratcliffe (2012) teacher professionalism can carry out pedagogy appropriately. Teachers carry out literacy activities in learning as evidenced by documentation of student activities during the teaching process.

According to Kim et al (2019) reading ability is the foundation for everyday life.

Reading is one of the basic skills that are at the core of academic achievement in modern times, so it needs critical implication for students. Ribner Andrew et al (2020) entering the school period of the student will be measured individual language and literacy skills through an assessment scale of language and literacy.

Literacy in teaching and learning activities is based on the opinion of Thomas et al (2020) that preschool children have difficulty reading because of the diagnosis of oral language defects. After 10 weeks of learning children are able to intervene significantly can improve some linguistics, including vocabulary and morphosyntax, so the need for a kindergarten curriculum provides clear guidelines so that students are able to read. Literacy activities have two contribution to student success, namely the eligibility of students in doing work and balance between academic achievement and life (Yang and Li, 2020)

### CONCLUSION

Based on the results of research on the role of literacy in teaching and learning activities in primary school in Jepara, the conclusion is that (1) literacy activities can be directly applied to core activities in the teaching and learning process supported by learning media that can also be used as literacy media, learning materials, appropriate learning activities. (2) First grade teaching materials related to phonemes and vocabulary are used as literacy materials to achieve the learning objectives of the learning materials. (3) First grade students can be the subject of applying specific basic literacy in reading and writing tailored to the characteristics of first grade students.

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