

THE DEVELOPMENT OF LITERACY CULTURE AS A MEAN OF ENHANCEMENT OF ELEMENTARY SCHOOL TEACHER'S PROFESSIONALISM IN ESTABLISHING STUDENT'S CHARACTER

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Abstract. Ever since 2013 curriculum enacted, School Literacy Movement (GLS) has been rolled out. This program is so meant to evolve literacy culture at school that a literate environment can be created so they can be a throughout life learners. Furthermore, it should solve problems, especially low reading interest and ability amongst students. Literacy Culture Development Training held for Elementary School Teachers in Lembang District is to enhance teachers' professionalism in implementing literacy based learning. Problems submitted: 1) Have elementary school teachers in Lembang district coped with GLS (School Literacy Movement)? 2) What kinds of GLS activities are held by Elementary School teachers in Lembang district? 3) Are there problems found by Elementary School teachers in Lembang district in implementing GLS? 4) What have they done in solving those problems? 5) Has this training succeeded in implementing GLS? Method used is training with data collecting technique: interview and test. There are 19 training participants from SDN 1 Cibodas and SDN Buah Batu of Cibodas subdistrict, Lembang district, West Bandung Regency. Based on data from questioner result, elementary school teachers in Lembang district have partly (42%) coped with GLS concept since they have attended the accompaniment on 2013 curriculum. Based on test result, it shows that this Development of Literacy Culture Training has succeeded. This is shown from pretest result of 65 in average and posttest of 90. This shows that there is ability enhancement amongst elementary school teachers in Cibodas subdistrict. Lembang district in mastering the concept and implementation of School Literacy Movement.

Keywords: Training, movement, literacy, school

I. INTRODUCTION

This development of literacy culture for elementary school teacher in lembang district is an accompaniment for them in understanding its importance since early. This activity is emphasized in elementary school since students at this stage can be formed into positive pattern. Moreover, positive culture of literacy is expected to have long-term impact in forming students who are able to build this nation well.

Book is a window to a world, is a phrase commonly known in Indonesian people. In its development, book has

happened so many changes. The changes can be seen in so more various contents, more interesting views, and also the quality of paper and tint which can contain many ideas that it cannot be replaced from times to times.

In its development book has changed more flexible. Book is formed into e-book which no longer need paper and easily accessed since it can be found in smartphone. It makes us realize that information can be accessed easily.

The World's Most Literate Nations (WMLN) launches long list of world's most



literate nations. This experiment is done by Jhon W. Miller, the President of Central Connecticut State University, New Britain. Its result placed Finland as the most literate nation in the world (Awanis, 2016). Seen the success in Finland, Indonesia realize the importance in reading culture in developing the nation. This for sure has to be a culture since children start learning to read.

Elementary school stage is an early one in forming Human Resource. This nation leader to be starts from this stage. Automatically, elementary stage is a the beginning in accustoming someone to read, so that generation created is a generation years for knowledge.

Teacher a one facilitator in education world holds an important role in literacy culture. Being ready to form a human years for education, a teacher has to able to activate litearcy culture. Teacher must have effective strategies in developing students' passion in reading.

The government has rolled out programs called GLS(School Literacy Movement) and PPK(Character Education Reinforcement).

Both programs have a very tie bond since they support one another. Religy, nationalism, integrity, mutual assistance, and independence can be formed through reading material full of character reinforcing. Therefor, teachers must choose qualified reading material to form good charactered students.

Based on things mentioned above, we consider that literacy culture is very important to develop inIndonesia, especially since the very beginning of an education which is elementary school. Therefore, we think that this community service in Literacy Developmen

t Training for Elementary School Teacher in Lembang District is very important to hold.

Purpose to achieve from this community service is to develop literacy culture for elementary teacher, through teacher training and reinforcement to develop and hold a learning that can develop literacy culture among students.

Specific purpose is to make elementary school teacher in Lembang district develop literacy culture, so that literacy culture at school is becoming better. Therefore, early reading behavior at elementary school can be well achieved.

II. METHOD

Method used in this community service activity is training method. Training given is Development of Litetacy Culture fo Elementary School Teacher.

Data collecting technics are questionairre and test. Result expected is developing literacy culture and implementing it at elementary school, especially in Lembang district.

This training is for teachers at SDN 1 Cibodas and SDN Buah Batu, Cibodas regency,Lembang district. Steps held as follows.

1. Training program held includes:
 - a. Teacher training and accompaniment to develop and perform a learning which can enhance students' literacy ability, potential and character as a whole.
 - b. Training and accompaniment to create and use information source, learning material, and text at school to accomplish learning in developing students' literacy ability and character.
 - c. Using book in interactive activity (read-aloud) in class, library, book store continuously.



- d. Accomplishing 15 minutes reading movement in empowering human potential as learner who has life skill and keeps the value of culture and religion, and nation character: religious, nationalism, integrity, mutual assistance, and independence.

2. Literacy Program Training Process

The learning uses comic method. It is expected to elevate elementary school students' early reading ability. Comic method syntax has six steps describe in the table below.

**Table 1
Comic Method Syntax**

Teacher reads comic book or illustrated book loudly.
Teacher reads comic book or illustrated book with student (<i>shared reading</i>).
Teacher guides student to read comic or illustrated book (<i>guided reading</i>)
Teacher reads comic book with student (<i>shared reading</i>).
Student reads comic book independently (<i>independent reading</i>)
Student draws figure or moment in the story and writes comment or impression in simple sentence.

This training was held at August 26th 2017. It consisted of some material presentation activities on the development of literacy culture and PPK (Character Education Reinforcement) for elementary school teachers in Cibodas regency, Lembang district. GLS materials given are: GLS concept; GLS purpose; kinds of literacy; students' behavior and development; literacy scope at school; books

used to develop literacy culture in accordance with student's development level at elementary school. PPK materials presented are: PPK primary concept, development of PPK on the learning of teaching models.

III. RESULT

Literacy development training held for SD teachers in Lembang district is to improve teacher professionalism in accomplishing literacy based learning. SD teachers in Lembang district is expected to build students' character which are religy, nationalism, integrity, mutual assistance and independent through this training. By lots of reading and writing, SD students. Based on problem submitted, writer gets data from quissionaire as follows.

**Table 1 Literacy Activity
Quissionaire Result**

NO.	INDICATORS	HAS DONE	PERCENTAGE	HAS NOT DONE	PERCENTAGE	INFORMATION
1.	There is 15 minutes reading activity everyday (before, mid, or after lesson that day)*	8	42 %	11	58%	Before lesson
2.	15 minutes reading activity (No.1) has been done for one	8	42 %	11	58%	One semester



NO.	INDICATORS	HAS DONE	PERCENTAGE	HAS NOT DONE	PERCENTAGE	INFORMATION
	semester or..... months**					
3.	Students have daily reading journal	8	42 %	11	58%	Some
4.	Teacher, Headmaster, and/or educational staff have become model in 15 minutes reading along with activity No.1 held	8	42 %	11	58%	Some
5.	There is school library collects lesson and non lesson books.	8	42 %	11	58%	Some
6.	There is reading corner in every class collects non lesson books.	8	42 %	11	58%	There are 5 reading corners
7.	There are cozy reading corner aouside class and library collects non lesson books.	8	42 %	11	58%	At waiting room, park, school alley
8.	There are reading campaign posters in class, corridor, or other area at school.	8	42 %	11	58%	
9.	There is materials	8	42 %	11	58%	

NO.	INDICATORS	HAS DONE	PERCENTAGE	HAS NOT DONE	PERCENTAGE	INFORMATION
	full of text (picture, writing) shown in every class, corridor, and other area at school.					
10..	Library used for many literacy activities.	8	42 %	11	58%	
11..	Reading corner used for many literacy activities.	8	42 %	11	58%	
12.	Cozy reading area collects non lesson books used for many literacy activities.	8	42 %	11	58%	
13.	There is appreciation for student achievement on continuous literacy activities.	8	42 %	11	58%	
14.	There is academic activity supporting school literacy culture, such as: other library tour or school mobile library visit	8	42 %	11	58%	
15.	There is specific celebration days about literacy.	8	42 %	11	58%	



NO.	INDICATORS	HAS DONE	PERCENTAGE	HAS NOT DONE	PERCENTAGE	INFORMATION
16.	Everyday 15 minutes non lesson reading activity followed by other non academic activity (not scored) and/or academic activity (scored and one of lesson studied)	8	42%	11	58%	
17.	Students use physical, social, affective, and academic environment along with various books (printed, visual, auditory, digital) full of literacy – besides textbook – to enrich knowledge	8	42%	11	58%	
18.	Student response journal from reading books and textbooks shown in classroom and/or school corridor	8	42%	11	58%	Some
19.	There is appreciation about student achievement	8	42%	11	58%	

NO.	INDICATORS	HAS DONE	PERCENTAGE	HAS NOT DONE	PERCENTAGE	INFORMATION
	ent in literacy activity (based on academic claim)					
20.	There is opportunity in developing professional literacy for staff, through related institution cooperation (colleges, education authority, library service, or experience sharing with other school).	8	42%	11	58%	
Total		160	840%	220	1.160%	
Average		8	42%	11	58%	

Based on questionnaire result on training material given, as much as 8 people (42%) said have accomplished literacy activity and 11 people (58%) haven't accomplished it. Therefore, this School Literasi Movement should be done synergistically among school, family, and society.

Based on training pretest and post test result, can be seen in the table as follows.



Table 2 Literacy Training Test Result

NO.	PARTICIPANTS CODE	SCORE	
		Pre Test	Post Test
1.	P01	60	90
2.	P02	65	85
3.	P03	75	95
4.	P04	65	95
5.	P05	60	85
6.	P06	65	95
7.	P07	70	95
8.	P08	60	85
9.	P09	60	85
10.	P10	75	95
11.	P11	60	85
12.	P12	65	95
13.	P13	80	95
14.	P14	60	85
15.	P15	60	85
16.	P16	70	95
17.	P17	65	95
18.	P18	60	85
19.	P19	60	85
TOTAL		1235	1710
AVERAGE		65	90

Based on pre test and post test result, this trianing shows significant success. It can be seen from pre test result average of 65. While post test result shows 90. There is 25 in difference. This shows that there is enhancement in SD teachers' ability in Cibodas regency, Lembang district in mastering concept and implementation of School Literacy Movement and PPK (Character Education Reinforcement)

Tests given consist of material related to: concept of School Literacy Movemnet (GLS); purpose of GLS; kinds of literacy; students' behavior and development; literacy environment at school; models of literacy application at school; books used to develop literacy culture Tes yang diberikan

includes material relating to: the concept of school literacy movement (GLS); type of literacy; behavior and development of learners; the scope of literacy in schools; models for the application of literacy in schools; books that can be utilized for the development of a literacy culture according to the level of development of learners in elementary school, as well as materials on strengthening character education.

IV. DISCUSSION

This activity filled with material of literacy development and character education strengthening for elementary school teacher in Lembang district. This is followed by teacher representatives from 2 schools, which is SDN 1 Cibodas and SDN Buahbatu, Cibodas regency, Lembang district, Bandung Barat. There are 19 participants. They are very enthusiastic in following the activity, seen by coming on time. This can also be seen from following every steps of training. Participants ask so many question about material given and also tell their literacy experiences held at their school.

Before given material, participants are interviewed about GLS and PPK. Question given consist of mastery and implementation on GLS, and obstacles faced at their school on literacy and charecter education. Then they are given question as pre test. This is given to know concept mastery, literacy implementation, and character education. Pre test result then used to be discussed in this training activity. At



the end of activity, post test is given to see the success of this training.

Finally, this training activity is well done, according to schedule and closed by headmaster of SDN Buahbatu, Cibodas regency, Lembang district, Bandung Barat.

V. CONCLUSION

Literacy Culture Development for Elementary School Teacher in Lembang District is a mean of delivering and guiding elementari school teachers to understand the importance of literacy since early age. This activity is emphasized in elementary school since student at this stage is becoming human being who can be formed into positive pattern. Besides that, positive culture from literacy is expected to have long term effect to form students who can build better nation.

Character building is very closed with literacy habituation. Through literacy material read, it is expected that students's character can be formed. To enhance literacy program amongst students, teachers should master references, in class or school library.; classify books based on students's age; supervise books conformity with students' age; ask students to retell written or spoken about reference they read; discipline reading time; give reading target to form reading behavior since early age.

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