



## Literature Based Model as an Effort to Build Pedagogic Literacy Ability of Students Elementary School

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### ABSTRACT

The literacy learning paradigm must be able to direct students to understand the values of pedagogic literacy. The government policy in the Regulation of the Minister of Education and Culture Number 23 of 2015 proclaims the school literacy movement or *Gerakan Literasi Sekolah* requiring students to read for 15 minutes as an effort to build a passion for reading, fostering imagination through reading activities with educational messages. Pedagogic literacy values must be built from an early age in an effort to create students with character. One learning model that is considered capable of building students' pedagogic literacy skills is the literature based model. The article aims to analyze the description of pedagogic literacy in elementary school learning and the didactic design of a literature-based model in building the pedagogic literacy skills of elementary school students. The researchers used the content analysis or meta-analysis method. Sources of data in this study are journals and books related to literature-based models and pedagogic literacy. Then, the object of this research is the didactic design of the literature based model in building the pedagogic literacy skills of elementary school students. The result show that the literature-based model shows an increase in activity students including students' enthusiasm in following lessons, student interaction with teachers, student interaction with students, and student participation in concluding learning.

**Keywords:** *Pedagogic Literacy Ability, Model Pedagogic Literacy, Students Literation*

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## INTRODUCTION

It has become a common conversation that literacy skills in Indonesia are very low. Various international surveys have placed Indonesia's position on less literacy than satisfactory. As an example of the "Most Littered Nation In The World" study conducted by Central Connecticut State University in 2016, Indonesia was ranked 60th out of 61 countries in terms of reading interest (Nugrahanto, & Zuchdi, 2019; Bunawan, Rangkuti, & Yanti 2019). Furthermore, based on the Program for International Student Assessment (PISA) report which was just released, Tuesday, December 3, 2019 in the last four years, Indonesia's position has declined in all tested fields, namely reading, mathematics and science. Indonesia's reading score is ranked 72 out of 77 countries,

then the math score is ranked 72 out of 78 countries, and the science score is ranked 70 out of 78 countries. The government, through the Ministry of Education and Culture, has made efforts to improve students' literacy skills through a program that has been implemented since 2016, namely the National Literacy Movement (GLN) OR IN Bahasa called *Gerakan Literasi Nasional (GLN)*. This program is part of the implementation of the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning Cultivation of Character. The Ministry of Education and Culture established a working group for the National Literacy Movement to coordinate various literacy activities managed by related work units. The movement, which has been going on for almost 5 years, has been carried out in private and public schools from elementary to high school levels, which is known as the School Literacy Movement (GLS). However, the result is that literacy skills, especially school age children, are still low, this is due to several factors including the parents (family) who have not implanted reading habits from an early age, the lack of educational facilities or the lack of reading facilities, lack of motivation to read and the incessant of social media flow lately. This requires literacy learning from an early age.

Literacy which in English literacy comes from Latin, namely *litera* (letter) is often interpreted as literacy. Kern (2000) describes literacy as the ability to read and write. In addition, literacy also has the same meaning as learning and understanding reading sources. In connection with various kinds of literacy, Clay (2016) describes that literacy consists of early literacy, basic literacy, library literacy, media literacy, technology literacy, visual literacy. In the context of planting or teaching literacy from an early age, it is called early literacy. Mustafa (2008) states that early literacy is a reading and writing process characterized by literacy demonstrations, interactive collaboration between parents / teachers and children, based on daily needs and with minimal but direct teaching (at least direct). . The main characteristic of early literacy is informal learning, where children are taught according to their world, not feeling that they are learning. In Indonesia early literacy is the basis for the acquisition of later stages of literacy. The ability to read critically in literacy activities is the most basic thing and needs to be instilled in students in schools, especially elementary school students. One of the cultivation of literacy skills of elementary school children is with the right learning strategy, so that the objectives of learning literacy in schools can be achieved.

Literacy growth in schools can be done through routine and incidental activities. The activity is carried out in three stages of literacy, namely the habituation, development and learning stages. Learning that applies literacy strategies is essential for cultivating good, critical readers in any field. Based on several sources, seven characteristics of learning that apply literacy strategies that can develop metacognitive abilities can be summarized, namely:

- 1) monitoring text comprehension (students record their understanding before, when, and after reading),
- 2) the use of various modes during learning (multimodal literacy),
- 3) clear and explicit instructions,
- 4) the use of tools such as graphic organizers and checklists,
- 5) responses to various types of questions,
- 6) question making,
- 7) analysis, synthesis, and evaluation of texts,
- 8) summarizes the text content (Joyo, 2018).

One of the efforts made to attract students' interest in reading, especially elementary school students, is by applying a learning model as the right strategy. One

model that can overcome this problem is by applying the Literature Based model. This model comes from the whole language approach which prioritizes authenticity, variations in teaching materials and seeks to integrate language skills (listening, speaking, reading, and writing).

The literacy learning paradigm must be able to direct students to understand the values of pedagogic literacy. The government policy in the Regulation of the Minister of Education and Culture Number 23 of 2015 proclaims the school literacy movement requiring students to read for 15 minutes as an effort to build a passion for reading, fostering imagination through reading activities with educational messages. Pedagogic literacy values must be built from an early age in an effort to create students with character. One learning model that is considered capable of building students' pedagogic literacy skills is the literature based model. Hence, it is necessary to make a breakthrough in instilling the values of pedagogic literacy of elementary school students, one of which is by applying a learning model that is a literature based model.

The literature based model is a learning model that can be used as an option for teachers to be applied in the activities of the school literacy movement in the classroom. However, there has been no research that examines how the literature-based process is applied in detail to the process of the school literacy movement. (Silvia, et al, 2017). The literature-based instruction model which is based on the whole language approach seeks to integrate various language skills in classroom learning. The components of this model as expressed by Rothlein (1991) include (a) the teacher's explanation as a strategy towards teaching, (b) reading aloud or telling stories, (c) reading silently, (d) writing, (e) sharing reading experiences (sharing) , (f) independent activities. According to Rothlein, Liz & Meinbach, A.M. (1991), Trotter (2020) the components of the literature based model (reading programs) are:

- 1) Teacher-Directed activities (Strategy Lesson) / the teacher directs.
- 2) Student-teacher conference / conference of students and teachers (the process of discussing reading).
- 3) Approaches for developing interest in reading / approaches to developing interest in reading

Based on the explanation above, this article aims to provide a conceptual description of the literature-based instruction model in building pedagogic literacy values of elementary school students. Then it is necessary to design the formulation of the problem in this research which can be proposed, namely as follows:

- 1) What is the description of pedagogic literacy in learning in elementary schools?
- 2) How is the didactic design of a literature based model in building pedagogic literacy skills of elementary school students?

## METHOD

The approach used in this research is the content analysis / meta-analysis method. Fraenkel & Wallen (2008) state that content analysis is a technique that researchers can use to study human behavior indirectly through analysis of their communication, such as: textbooks, essays, newspapers, novels, magazine articles, songs, advertising images and all types of communication that can be analyzed. Sources of data in this study are journals and books related to literature-based models and pedagogic literacy. Then, the object of this research is the didactic design of the literature based model in building the pedagogic literacy skills of elementary school students.

## RESULT AND DISCUSSION

### Description of pedagogic literacy in learning in elementary schools

Pedagogic literacy is part of basic literacy skills that must be introduced, developed and cultivated in elementary school students. Cultivating pedagogic literacy skills begins with building a supportive learning environment, especially in language learning in elementary schools. Teaching materials, resources and learning media must contain pedagogic values so that pedagogic literacy can be embedded in students.

The paradigm of literacy learning in elementary schools today refers to the whole language where literacy learning is taught as a whole and not separately. In line with this, pedagogic literacy must be taught in an integrative and comprehensive manner in learning in primary schools. Most importantly, pedagogic literacy is needed by teachers for formal learning, and students can consciously respond to learning related to pedagogic literacy. Furthermore, the collaborative involvement of the pedagogic community is also able to improve pedagogic literacy teaching.

Therefore pedagogic literacy in learning in elementary schools so that students are able to read the symptoms or social and cultural realities around them. This is in line with the opinion of [Freire & Macedo \(2005\)](#), which states that it is not just reading words but also reading the world, linking text between the contexts of human socio-cultural life.

### Literature-based model didactic design in building pedagogic literacy skills of elementary school students

Building the pedagogic literacy skills of elementary school students, of course, a learning environment that supports this process must be applied. For this reason, the teacher must be able to design a learning model that is able to build the pedagogic literacy skills of elementary school students. After students gain learning experiences in the form of knowledge, understanding and skills of pedagogic values and the ability to map student characteristics, it is necessary to design a learning model in this case a literature-based model in building the pedagogic literacy skills of elementary school students. The development design is in the form of planning, implementation and evaluation stages.

#### a. Planning stage

In this stage, it begins with the teacher's efforts to identify the learning characteristics of each student in his class. Teachers of all students get the same opportunity to actively participate in learning activities. Then the teacher designs a learning plan that is in accordance with the syllabus to discuss certain teaching materials so that students can achieve the established basic competencies after which the teacher plans learning activities that are interrelated with each other, taking into account the learning objectives and the learning process of students.

#### b. Implementation stage

At this stage the teacher implements learning according to plan and refers to the needs of students, uses learning approaches and learning resources according to the characteristics of students and seeks to use information and communication technology (ICT) in supporting learning. The use of learning resources and learning approaches must refer to the symptoms and socio-cultural realities. Students are introduced to folk stories, problematic themes to

be built based on the realities experienced by students so that the values of pedagogic literacy will be embedded in students

c. Evaluation stage

Every activity that we do must want to know the results. Likewise in the process of teaching and learning activities, a teacher when finished carrying out learning activities must know the achievement of the students' abilities. Therefore, evaluation is a stage that must be done to determine the results of the teaching and learning process. Learning evaluation must be carried out simultaneously so that learning objectives and student abilities can be achieved and well illustrated. Evaluation plays an important role in learning activities. Therefore, teacher must understand evaluation from design to implementation, especially in applying the literature-based learning model in building students' pedagogic literacy skills. This stage marks the condition in which the teacher is able to carry out the process and continuous learning of research, so that the model used is more effective and precise.

The finding of this research show that after applying of the literature-based model supported by school resources, such as teachers, teaching media and the school environment, students' character of pedagogic literacy gave emerge by theirself. The literature-based model shows an increase in activity students including students' enthusiasm in following lessons, student interaction with teachers, student interaction with students, and student participation in concluding learning. Other finding confirmed that literature-based model also develops students' ability to think deeply analyze (Kristini, 2020). In addition, the use of varied learning resources make students provide mutual reinforcement and various important information as addition to a problem solving (Lau, et al., 2018). Hence it can enrich students' knowledge.

This finding also confirmed that Literacy-based education is not only increase the value of learning and student activeness in the learning process, however provide practical learning methods. Literacy based learning is based on language skills that must be mastered by students (Noviana & Julianto, 2018). Learning experiences in the form of knowledge and skills of pedagogic values continue to grow along with pedagogic interactions in the teaching and learning process. The students' pedagogic literacy skills grow properly. Other finding confirmed that Pedagogic literacy culture is achieved by providing reading habits reading book for 15 minutes before learning (Hastuti & Leastari, 2018; Safitri, et al., 2019). Every child in school is required reading books reading local stories and stories people who have deep local wisdom reading. The finding supported by Gogahu, D. G. S., & Prasetyo, T. (2020) that conduted research about improvement pedagogic literacy in students reading comprehension through e books story. Other finding was attractive because was integrated in digital-based books story. Digital-based books that are known to educate students. By utilizing technology that is getting closer to the life of students, the E-bookstory can be packaged in a modern and more interactive manner that has a visual design, storyline, and features integrative that are of interest to students, which are presented in digital form, so that students can enjoy it various media methods. The development of E-bookstory media is designed to emphasize the presentation of story descriptions that support students' understanding of learning materials thematic integrative, according to the characteristics of the curriculum 2013, According to (Ratnasari & Zubaidah, 2019), the use of E-bookstory provides benefits to students, namely it can help students learn about vocabulary. The finding also supported by Nopilda & Kristiawan (2018),

the pedagogic literacy grow when giving the habitual in reading and give students the opportunity to collect good ideas based on experience, practice, reading, listening, watching TV and brainstorming. In this activity, the writer invites students to share what they feel in literacy journals.

## CONCLUSION

Pedagogic literacy is part of the basic literacy skills that elementary school students must have. The paradigm of literacy learning in Indonesia focuses on meaning that processes collaboratively and intact. One of the literacy learning that leads to that direction is by applying a literature-based model that refers to the whole language approach. The literature-based instruction model refers to a whole language approach that seeks to integrate various language skills in classroom learning. In addition, language learning requires assistance from various media that can support students to be interested. Whole language is a teaching approach that presents language in its entirety and not separately. To foster the pedagogic literacy skills of elementary school students, of course, a learning environment that supports this process must be applied. Teachers must be able to create learning models that are able to build pedagogic literacy abilities of elementary school students, one model that is considered capable of realizing the above is the literature-based instruction model.

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First author had contribution for collecting data in this research. Corresponding author was a corresponding person with editor, from submission until publish for this article. Another authors help to improve this research paper before submit to journal.

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