

# The Epistemological Analysis About The Impact of Habitual Daily Journal Writing on Literacy Skills

Dyah Pranowo Lestari<sup>1\*</sup>, Asdlori<sup>2</sup>

Corresponding author. Email: [\\*244120300003@mhs.uinsaizu.ac.id](mailto:*244120300003@mhs.uinsaizu.ac.id)

UIN Prof. K.H. Saifuddin Zuhri Purwokerto

## Abstract

Based on reflection and observation, the suboptimal literacy skills reflected in the Education Report are due to literacy activities that have not been systematically planned. This study discusses, from an epistemological perspective, the practice of writing daily journals as a habit to improve literacy, which can build knowledge and literacy skills in fourth-grade students in Phase B. Using a qualitative approach, this research analyzes best practices to understand the thinking process and comprehension of texts stimulated by questions. The instruments used, besides documents and practice analysis, also include digital literature reviews. The practice of habituating students to write daily journals focuses on understanding, experience, perception, and the writing process itself as a form of meaningful learning. The impact or outcome of this activity includes language skills, stimulating cognitive development, and supporting students in becoming more active, critical, and creative learners.

**Keywords:** epistemological perspective, daily journal writing, literacy

## 1. Introduction

The Habituation of writing daily journal for student phase B grade IV is a practice initiated as a response to a decline in literacy scores at student report (RP). The cumulative literacy skills score in the RP is obtained from the result of Computer-Based National Assessment (ANBK) and the average summative scores of students within the educational unit. The ANBK literacy scores are obtained from grade V.

In 2022, the ANBK literacy result showed a decrease of 3.46% with the proportion of proficient students declining by 36,38%. After reflecting and observing the process and the results of ANBK, it was identified that the decline was due to unsystematic literacy management. Although reading corner (pojok baca) program existed, students were not sufficiently equipped with goals and the relevance of literacy to other subjects during the learning process. To address this, the grade IV teacher designed a program aimed at achieving higher scores.

The ANBK is typically conducted in grade V during the first semester. It is an evaluation program organized by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to improve the education quality. The primary objective of this program is to obtain a comprehensive overview of the education quality in terms of literacy, numeracy, and character.

Based on the recommendations in the data-based activities from the ANBK program, the literacy assessment includes the students' ability to read and understand texts, analyze, evaluate, and extract information. This assessment was analyzed by the researcher, who is also a teacher, through reading and writing assessment activities, such as recalling readings, informing, applying, detailing, or analyzing. Observations from the previous year's learning process in grade IV showed that students only engaged with readings related to subjects. The classical literacy activities also did not stimulate student thinking.

Effective teaching should encourage all students to stay active so that they use their full potential, making the learning process more meaningful. (Sukaesih & Alimah, 2012).

Based on these observations, the researcher or teacher needed to implement an appropriate strategy to improve students' literacy skills. It should be noted that literacy in the Merdeka Curriculum varies and is not limited to the Indonesian language subject but extends across all subjects. Therefore, the teacher aimed to transform literacy practices by introducing the habit of writing daily journals. The primary goal of this habit is to improve literacy achievement in the Education Report. Other goals include enhancing cognitive skills and reading and writing abilities as outcomes of literacy.

According to the Indonesian Dictionary (KBBI), literacy is defined as an individual's ability to read, write, understand, analyze, and use information effectively. The scope of literacy that will be applied in the habit of daily journal writing includes reading and writing literacy and its development. Reading and writing literacy in classroom activities (KBM) can involve answering questions from texts or reflection activities, while literacy development entails reading and writing processes that allow students to develop their ideas in narrative or poetic form.

The teacher practiced the habit of daily journal writing based on references from other research journals. In the literature review, a study by Dianita Ayu titled "The Habit of Writing Diaries to Improve Narrative Writing Skills for Grade V Students at SD Negeri 2 Sukorejo", a study by Oktriani et al. titled "Effectiveness in Efforts to Improve Writing Skills through the Habit of Writing Diaries for Students", and a third reference by Guslinawati titled "Improving Narrative Writing Skills through the Habit of Writing Diaries for Grade V Students at MIN 1 Sleman" all used the term "diary." Meanwhile, the researcher chose the term "daily journal." Both "diary" and "daily journal" have the same meaning, referring to a book for daily writing.

The purpose of this research is to guide students in recalling and conveying what they know in the classroom. The students' goal in the reading and writing process is to understand texts and then be able to convey information from the texts both orally and in writing. Additionally, the teacher hopes that with reading and writing skills, students will gain knowledge and skills that can be developed into literacy products.

This research focuses on direct experience. This experience will determine the students' future direction and serves as a set of values that underlie and guide the achievement of educational goals (Kristiawan, 2016).

Harun Nasution defines epistemology as the study of knowledge, focusing on what knowledge is and how to obtain it. Essentially, epistemology aims to explore all aspects related to knowledge in-depth (Aprison, 2015).

Epistemology is a branch of philosophy that studies the nature of knowledge. This is aligned with constructivist theory, which views knowledge as an outcome of active individual construction (Insani et al., 2024). It means that knowledge is not merely transferred from teachers to students, but is built by the students themselves through interaction with their environment and experiences. The sociocultural theory pioneered by Vygotsky emphasizes the role of social and cultural factors in cognitive development (Hidayati et al., 2023). According to this theory, knowledge is built through social interactions with others.

This study includes an epistemological review of the habit of writing daily journals to improve literacy skills. The study aims to understand why the habit of daily journal writing can impact the results of the Education Report, how the process of this habit influences the construction of knowledge, and what the impact of this habit-forming activity is.

## **2. Research Methods**

The literacy discussed in this research focuses on reading and writing literacy for Phase B. Initially, it is evident that beginning to write can be challenging for students. During the learning process (KBM), teachers often instruct students to take notes or record important information. Students typically write notes under the teacher's guidance through simple questions. While this approach remains efficient, it requires transformation so that students can write their notes independently. Writing is closely related to reading. According to the researcher, reading to understand text content can start with writing practice. Therefore, before starting to write, students are required to read extensively.

This research is a qualitative study investigating good practices. It uses both primary and secondary data. Primary data is derived from analyzing the good practice itself, while secondary data references three previous research journals. The main sources come from observations and the results of these good practices. The target or object of implementing the good practice of daily journal writing for literacy skills improvement includes Grade IV Phase B students during the second semester at SD Negeri 2 Karanglewas Lor in the 2022/2023 academic year, consisting of 9 male students and 21 female students.

In the research process, the researcher or teacher is directly involved in the activities. The implementation of the good practice of daily journal writing is carried out in three stages: the planning stage, the implementation stage, and the development stage. Each stage's process will be analyzed to address the questions outlined in the introduction.

Data collection methods are used to obtain accurate and relevant data. At each stage, data is analyzed, beginning with data collection, data organization, and then data analysis. The daily journal writing process has been introduced in the introduction using AdiK SiMBa questions and their development. Thus, data is collected from students' responses in their daily journals. The analysis results are then organized. The findings are expected to answer the three research questions posed earlier.

The instruments used include the analysis of the daily journal writing practice and a review of previous research as secondary sources for comparison. Data collection techniques include documentation sources and analysis of students' daily journals. The research is detailed into three stages: the planning or initial activity stage, the implementation stage, which involves writing or composing texts and understanding reading materials, and the development stage of reading and writing. The data is written descriptively.

### **3. Results and Discussion**

The Kurikulum Merdeka emphasizes student-centered learning. In this curriculum, literacy is identified as a foundational element for all learning activities. The literacy skills targeted for Phase B in Grade IV include reading and writing literacy, which can be further developed according to specific themes, issues, and topics relevant to ANBK (National Assessment).

Writing, derived from the root word "tulis" (to write), is defined in the Indonesian dictionary (Kamus Besar Bahasa Indonesia, KBBI) as expressing thoughts or feelings through written words. Thus, writing is understood as a productive and expressive activity. It is productive because it results in a tangible work in the form of writing. Reading, derived from the root word "baca" (to read), is defined in the KBBI as the act of looking at and understanding what is written. Reading, therefore, is a process in which the reader seeks to gain information from the writer.

The word "jurnal" (journal) in the KBBI means a book or daily record. The term "harian" (daily) means something that occurs every day. Thus, "jurnal" as a noun refers to a book intended for writing or recording, while "harian" emphasizes the frequency of this activity. Therefore, a jurnal harian (daily journal) refers to notes written daily in a book.

According to Elizabeth Sulzby (1986) in Yulianto et al., 2024, literacy is defined as the language ability of an individual to communicate through "reading, speaking, listening, and writing" in different ways according to their purpose. In a simpler definition, literacy encompasses the ability to read and write.

The good practice was implemented over the course of the second semester, estimated to span about 11 weeks. The planning stage took about one week, the reading and writing literacy implementation stage lasted approximately 6 weeks, and the development stage took around 4 weeks.

#### **3.1. Planning Stage**

The daily journal writing activity was implemented through a class agreement for the 2022/2023 academic year, specifically during the second semester, which took place from January to June 2023. After the class agreement, the Teacher or Researcher developed a semester-long program plan. To initiate the program, the Teacher or Researcher presented it to school leaders and colleagues within the educational institution. The activity was then introduced to the parents' association. After obtaining approval, the Teacher created a detailed activity plan.

In the class agreement, the Teacher, acting as the researcher, and the students decided to name the program "Jurnal Harianku" (My Daily Journal). The reason for choosing this name was to reinforce students' commitment to the agreed-upon program and, on a personal level, to encourage a love of reading and to build confidence in their writing.

#### **3.2. Implementation Stage**

In the implementation of the daily journal writing habit, students used notebooks in the form of binders or notepads with spiral binding. The front page of each journal was labeled with the title "Jurnal Harianku" (My Daily Journal).

The activities were carried out systematically, following the program plan, with a minimum frequency of twice a week. The literacy activities took place either before or after regular classroom lessons. The themes in this habit varied to align with the content of different subjects.

The literacy process involved using prompts known as *AdiK SiMBa*, which include what, where, when, who, and why. When answering these questions, students were guided to use “introductory sentences.” An introductory sentence serves as an opening to an answer and is usually constructed by rephrasing the question, removing the question word.

At this stage, students were trained to respond using introductory sentences. They were also given intensive guidance on proper use of punctuation, such as periods (.) and commas (,), and the correct use of capital letters in their writing.

This stage of implementation lasted for approximately 11 weeks. During this time, students made progress in several areas, such as producing better-organized and more coherent writing. Additionally, the writing habit encouraged students to read more frequently. Students began to recognize differences in the notes of their peers, often finding other students' writing more engaging due to the use of varied vocabulary. This led many students to borrow magazines, storybooks, or to acquire their own reading materials, further supporting their literacy development.

### **3.3. Development Stage**

The development stage lasted for 4 weeks and took place after the teacher reflected on the implementation stage. The researcher or teacher observed cognitive and skill progress related to reading and writing. Subsequently, students were encouraged to explore reading materials that interested them. As the variety of reading increased, so did the diversity in their writing. The students also began to show interest in creating poetry and narratives.

The teacher then introduced the concept of a personal daily journal. It was explained that the personal journal is private and confidential. If someone, including the teacher, wanted to read it, they needed the owner's permission. In these personal journals, students were free to write anything—ideas, complaints, opinions, real or imagined events, or their thoughts. The private journal was not graded but could serve as a source of data for the teacher, with the owner's consent.

Students were given the freedom to choose the format of their personal journals, whether in narrative form or poetry. They could also name their personal journals with titles or labels they liked, such as *My Adventure*, *Melodi*, *Sagitarius Girl*, *Secreto*, *Remember*, *Horanghae*, or *Bukan Rahasiaku* (Not My Secret).

To further develop literacy skills, the teacher used both fiction and non-fiction reading materials, as well as images, graphics, and tables related to lesson content to inspire students to write. Students explored a variety of reading sources based on their learning needs and interests, which was reflected in the ideas and writing styles they used. For instance, narrative writing became more assertive and often used informal language, while poetry tended to use figurative language. This development led to the emergence of new vocabulary and skills in using punctuation like quotation marks (“ ”) for direct speech, exclamation marks (!), question marks (?), and other common punctuation.

The content of the personal journals became more varied in ideas and writing style, depending on the reading materials students chose. In the “*Jurnal Harianku*” activity, the teacher accepted student ideas for summarizing lesson content, responding to cases, or discussing the outcomes of a reading. Two key aspects emerged here: first, students were able to verbally present their ideas, either through written or spoken responses. Second, students decorated their journals with drawings, stickers, or other creative elements, making them resemble books that they would then exchange with peers.

In the final stage of development, the teacher emphasized the use of standard and non-standard words. Standard words were used in formal, academic texts, while non-standard words appeared in narrative writing meant for entertainment, such as short stories and other fictional works, including entries in their personal journals. The teacher also encouraged students to continue reading and writing in the next class level. Additionally, the teacher reminded them that when taking assessments, such as formative, summative, or other assessments equivalent to ANBK, they should read carefully to provide accurate answers.

### **3.4. Research Result Analysis**

The practice of writing daily journals among students focuses on understanding, experiences, perceptions, and the writing process itself. This habitual activity is reflective, combining both standard and non-standard words, and is adapted to the learning topics.

The daily journals written by students are based on questions related to everyday activities or events. Entries in the daily journal are crafted using questions provided by the teacher as the researcher. To stimulate ideas and flexibility in writing, students are guided to use “introductory sentences.” The questions are framed using the

ADiK SiMBa questioning words (Apa - What, Dimana - Where, Kapan - When, Siapa - Who, Mengapa - Why, Bagaimana - How). The content of these questions aligns with the themes in their learning materials.

*Pertanyaan*

*Apa yang kamu pikirkan dari tugas Matematika membuat bangun datar dari bangun datar persegi dan segitiga?*

*Jawaban Rossa Elsyaza*

*Yang kupikirkan dari tugas membuat bangun datar dari bangun datar persegi dan segitiga adalah membuat bangun datar persegi dan segitiga dari kertas yang berbeda. Ternyata Bu Guru mencontohkan dengan menggunting persegi dan segitiga menjadi beberapa bagian. Aku memotong persegi asal-asalan, ternyata jadi segitiga sembarang.*

Based on the description, it is evident that students have understood the concept of introductory sentences. When responding to questions, they omit the interrogative word "what" (apa) and instead provide answers. Students recognize that the word "what" requires an explanation, prompting them to add details that strengthen their responses.

However, previous data indicates that the practice of daily journal writing had not yet included questions that encouraged students to broaden their horizons and stimulate analytical skills. To address this, the researcher implemented guiding questions connected to current issues. The aim was to enable students to identify the causes of a problem, understand how to address it, and learn strategies to avoid conflicts or other challenges.

*Pertanyaan*

*Kamu memiliki tetangga beragama Kristen, sedangkan kamu beragama Islam. Suatu hari tetanggamu menyampaikan akan melaksanakan acara natal bersama komunitasnya. Apa yang akan kamu lakukan?*

*Jawaban Mukhamad Mughni Abbas*

*Yang saya lakukan saat tetangga beragama Kristen ingin merayakan natal dengan komunitasnya saya bolehkan. Saya tidak boleh mengganggu. Malah kalau perlu bantuan saya bantu walaupun hanya mengasih air manis. Menurut saya kalau baik dengan tetangga maka tetangga juga akan baik dengan saya.*

The analysis of students' responses indicates that they have been able to engage with social issues, such as religious differences. Their responses suggest that good actions will be met with good outcomes, implying that students understand that social conflicts can be avoided when everyone upholds a tolerant attitude.

The process of habitual daily journal writing, examined from an epistemological perspective, has had a positive impact on literacy skills. Through the routine of writing in a daily journal and being provided with reading materials, students have developed their reading and writing abilities. By the time they reached Grade V and participated in the National Assessment (ANBK) at the end of October 2023, students who were accustomed to journaling in a structured manner displayed greater confidence. They actively sought to understand reading materials to complete the assessments effectively.

Before the "Jurnal Harianku" program, the literacy skills recorded in the Educational Report (Rapor Pendidikan, or RP) had declined compared to previous years. The breakdown of data from the RP before the program implementation is as follows:

- Proportion of proficient students: 23.3%
- Proportion of capable students: 70%
- Proportion of basic-level students: 6.67%

After implementing the daily journaling program, the literacy score improved to 96.67%. The new RP breakdown is as follows:

- Proportion of proficient students: 43.33%
- Proportion of capable students: 53.33%
- Proportion of basic-level students: 3.33%

The explanation highlights that the proportion of proficient students increased to 43.33% from 23.3%, the proportion of capable students decreased to 53.33% from 70%, and the proportion of basic-level students decreased from 6.67% to 3.33%. This improvement demonstrates that the "Jurnal Harianku" program over a semester provided Grade IV students with a solid foundation, which contributed to their success in ANBK and

enabled them to meet the expected performance levels. The literacy score of 96.67 is a testament to the success of this routine in boosting literacy skills, earning a “very good” rating

Addressing the next epistemological question—what processes indicate that the habit of writing a daily journal can build students' knowledge—there are a few key insights:

The researcher or teacher implemented the daily journal writing practice by referring to prior studies. This allowed for comparisons between the methods used in the practice and the resulting outcomes. As previously discussed, the process included reflective questions using the ADiK SiMBa prompts (who, where, when, what, why, how). The questions were tailored to the students' abilities, needs, and relevant issues. They were structured progressively, starting with simpler questions like “who,” “when,” “where,” and “what,” and then moving on to more analytical questions like “why” and “how.”

In the development stage, the teacher also allowed students to keep a personal journal in addition to their class-based daily journal. This initiative aimed to give students the freedom to express themselves privately. The private journal, named according to the student's preference, became a space for personal reflections, creative writing, and thoughts related to their own experiences, family, and environment. Thus, students had the opportunity to maintain two journals simultaneously.

Over time, the variety in their journal writing increased, showing differences in language use, style, and responses to questions or issues. Some students moved beyond simple narrative writing to explore other forms like poetry. They also decorated their journals with images or stickers, fostering a sense of pride and friendly competition as they exchanged journals with peers.

From these descriptions, it is evident that the process of fostering daily journal writing habits is closely connected to the development of reading and writing literacy skills. This structured and reflective approach not only enhanced students' literacy but also encouraged creative expression and a deeper engagement with the material.

- a. Daily journals serve as a writing practice for students. They write to answer questions and test the accuracy of their responses. Additionally, students use journaling as a way to reflect on their experiences and to deepen their understanding, which in turn contributes to their personal growth and self-reflection.

*Pertanyaan*

*Menurutmu apa yang terjadi jika tidak ada wakil keluarga ikut kerja bakti di lingkungan tempat tinggalmu?*

*Jawaban Widhia Bara Pratidina*

*Kalau ayah saya sampai tidak ikut kerja bakti di lingkungan rumah saya akan merasa malu sekali. Tetapi seringkali begitu karena ayah bekerja di luar kota. Biasanya saya disuruh ibu membuatkan air minum dan membawa jajanan untuk bapak-bapak yang kerja bakti. Ibu begitu demi menjaga kebersamaan dengan tetangga. Kalau tidak begitu nanti dikira pelit dan di jauhi tetangga. Padahal kita butuh tetangga setiap hari.*

Students' responses demonstrate a reflection on their experiences during community service activities, where the student's father was unable to attend. The student expressed their active involvement in the environment and highlighted the importance of addressing the needs of neighbors while maintaining harmony within the community.

- b. Language as a communication tool that encourages students to write, enhancing their language skills, expanding their vocabulary, and developing their overall language proficiency. The daily journal functions as a personal space for dialogue with oneself. Through the writing process, students learn to articulate their thoughts and feelings. This indicates that writing a daily journal becomes a form of communication with oneself.

*Pernyataan Olivia Sabina Renata di jurnal privat “Secreto”*

*Tadi ada kegiatan PSE. Kata Bu Guru namanya pembelajaran sosial emosional. Setelah olahraga lalu berganti baju, saya dan teman-teman disuruh duduk. Bla-bla bla... lalu memejamkan mata bersama. Bu Guru mengatakan banyak tetapi saya lupa. Kedengara suara musik, saya dengar bu guru, lalu lupa, dengar lagi suara bu guru dan musiknya... saya ngantuk.*

*Saya hanya ingat sebelum berangkat sekolah saya dimarahi Mama karena kesiangn, semalam nge-gim pakai HP ayah. Udah kesiangn gitu uang saku dikasih cuma 5000. Pelajaran olga uang segitu kurang. Tapi salahku juga sih main gim sampai malam, aku jadi kena hukum Mama. Kalau nge-gim pas libur saja biar enggak kena marah mama.*

The student expressed feelings of frustration after being scolded by their mother for using their phone late at night. This limited writing narrates an internal dialogue during social-emotional learning activities, where the teacher played music and stimulated students to control their thoughts and emotions. As a result, the student engaged in a self-dialogue, reflecting on their feelings and experiences.

*Percakapan di jurnal privat Keysha Saqla di "Horanghae"*

*"Kok bisa begitu?"*

*"Iya, karena orang itu berbohong. Ia cerita kemana-mana, katanya uang 100 juta dicuri orang. Padahal yang saya curi hanya 100K."*

*"Selanjutnya bagaimana...?"*

*"Saya laporkan dia ke kantor polisi."*

*"Kamu yang nyuri 100K, ngapain kamu lapor?"*

*"Karena dia bohong. Dia ngaku punya uang 100juta ternyata cuma 100K."*

The writing, presented in the form of a conversation, demonstrates the student's thought process in articulating their feelings and ideas. Although simple and structured as a monologue, its strength lies in the unique ideas expressed. This format allows the student to explore and convey their internal reflections creatively, highlighting their ability to engage in self-dialogue while processing their emotions..

- c. Students are also encouraged to think critically and analyze their experiences in their own way. With the presence of questions like "why" and "how," students can develop their thinking skills. The daily journal serves as a platform for students to explore their imagination and creativity through narratives and poetry.

*Puisi Rhea Azalea di jurnal privat "My Adventure"*

*Oh Teman ...*

*Pernahkah kau tersadar*

*Pernahkah terpikir di benakmu*

*Kulihat seberang jalan*

*Orang-orang yang terbangun*

*Orang-orang yang direndahkan*

*Sakit hatiku melihat mereka*

*Terbangun, terbelenggu, terabaikan*

*Tatapan mereka*

*Hanya kenyataan yang bisa menceritakan*

*Oh teman...*

*Perginya rasa empati*

*Perginya rasa peduli*

*Kenyataan yang memalukan*

*Begitu mahalanya mengulurkan tangan*

*Dimana manusia yang peduli*

*Dimana manusia yang menolong*

*Apa hanya hayalan semata*

The poem was inspired by an image of bullying that the student encountered on the street. It expresses the student's feelings about the behavior of peers who ostracize a friend due to their shortcomings.

*Narasi Sekar Ayu di jurnal privat "Sagitaris Girl"*

*Yang dulu dia sangat pintar. Dia masuk peringkat tiga dan aku 5. Hmmm... g nyangka ya ternyata beda waktu beda otak. Tetapi aku suka dengannya.*

*Btw dia Si Mas T ini nih pinter main badminton, lato-lato. Pokoknya banyak. Tapi dia saat pelajaran bengkok otaknya. Kok aku gerah y, walaupun dia bodoh tetapi banyak yang suka.*

In the narrative writing, the student expresses jealousy toward a friend who excels in sports but is not as prominent in academic subjects.

Both of the text showed the ability to expressing their imagination in poem and naration as a products of literacy.

- d. The daily journal guides students in developing their memory and understanding of time. By writing, students learn to think logically about time and change. Writing a daily journal also helps strengthen memory and creates narratives in their own style. Through the writing process, students can reorganize their experiences into a coherent narrative.

*Narasi Keysa Saqla di jurnal privat "Horanghae"*

*Dear Diary...*

*Hari ini aku ada kegiatan di sekolah yaitu belajar bahasa Indonesia, IPAS, dan PAI sampai pukul 12.45.*

*Pulang sekolah aku langsung latihan menghafal asmaul husna untuk lomba hari Kamis. Aku latihan di rumah temanku sampai jam 5 sore. Sampai rumah aku langsung mandi karena waktu berangkat aku belum mandi.*

The above narrative illustrates the understanding of memory and time by detailing the events of the day in a sequential manner. The narrative, written in the student's own style, is evidenced by the phrase "Dear diary..."

The explanations above detail how the practice of writing daily journals aligns with constructivist theory, which emphasizes that knowledge is actively constructed by students through interaction and experience. This research also corresponds with sociocultural theory, which highlights the social and cultural roles in knowledge development.

Furthermore, the impacts or effects of the daily journaling practice, from an epistemological perspective, reveal findings that teachers can directly observe in the writing process within the classroom.

1. Writing journals encourages students to reflect on their experiences and feelings while stimulating critical thinking skills. It helps them analyze cause-and-effect relationships, guides them in drawing conclusions, and trains them to evaluate information and distinguish between facts and opinions.

*Pertanyaan*

*Mengapa kita harus bergotong rotong?*

*Jawaban Kissa Kutrotun Nida*

*Kita harus bergotong royong agar jika bekerja cepat selesai.*

When the teacher asked that question, the student answered in written with excluding the question word and explain the answer directly to the fact that they got around their house.

*Pertanyaan*

*Apa yang kamu peroleh dari pembelajaran IPAS hari ini?*

*Jawaban Rossa Elsyaza*

*Hari ini saya merasa senang mendapatkan pelajaran tentang "Aku dan Kebutuhanku" karena itu asyik sekali. Dalam diskusi semua berpendapat tentang kebutuhan mendesak dan tidak mendesak, penting dan tidak penting. Dari diskusi tadi saya menjadi tahu bahwa kita mempunyai kebutuhan masing-masing.*

Students' responses demonstrate their knowledge and understanding through the discussion method in learning. They are able to draw conclusions and evaluate information from the discussions.

2. Students can communicate with themselves through writing, as it serves as a medium to organize their thoughts and ideas. This process encourages them to acquire new vocabulary and seek precise words that differ from those of their peers.

*Pertanyaan*

*Apa yang kamu pikirkan melihat temanmu main hape dan rebahan?*

*Jawaban Olivia Sabina Renata*

*Aku rasa insecure melihat temanku begitu. Mungkin itu asyik-asyik saja. Tapi aku yakin mama dan papanya mengomel.*

The word "insecure," borrowed from English and possibly following adult speaking trends, has been used by students to express their opinions. This demonstrates that students have adopted new vocabulary, allowing their perspectives to differ from those of their peers.



Writing in a journal encourages students to think creatively and generate new ideas. With regular writing, their thoughts become more open and expansive.

*Pertanyaan*

*Setelah membaca buku pilihan, tuliskan kalimat yang kamu sukai dan apa alasannya?*

*Jawaban Sekar Ayu*

*Kalimat yang saya sukai "Setiap pikiran adalah doa dan setiap doa dikabulkan oleh Allah baik yang positif maupun negatif".*

*Alasan saya menyukai karena kekuatan pikiran positif dan negatif adalah refleksi diri kita sendiri. Kalau kita berpikir negatif maka yang Allah kabulkan pun negatif.*

The student gained new ideas from their chosen reading material, indicating that their mind is open. The writing they composed also follows the format and language style of the reading.

3. Writing in a journal serves as a way to document experiences. By rereading the journal later, students automatically recall past events. When writing about a topic, students connect the past and new information with their existing knowledge, thereby strengthening their memory.

*Pertanyaan*

*Apa pendapatmu mengenai korupsi? Jelaskan sesuai pemahamanmu saja. Gunakan pedoman ADiK SiMba untuk memandu jawabanmu.*

*Jawaban Keysha Shaqla*

*Korupsi adalah tindakan mengambil hak orang lain. Sikap yang menjerumuskan contohnya menyogok, tidak jujur atau berbohong, menyontek, serakah, dan gaya hidup berlebihan. Kalau sikap anti korupsi berarti kebalikannya, yaitu tidak menyogok, jujur, tidak serakah malahan suka memberi, gaya hidup juga sederhana tidak doyan pamer kepunyaan yang mahal-mahal.*

*Korupsi itu kejahatan karena merugikan orang lain dan diri sendiri.*

Students' responses serve as documentation of their experiences reading about corruption. They use their own language and structure their writing through the ADiK SiMba questioning technique. When writing about corruption, students connect information, reinforcing their memory.

4. Writing in a journal provides space for reflecting on life beyond oneself. Through the process of reflection, students gain insights into themselves and how they interact within the family, school, and broader social contexts.

*Pertanyaan*

*Kamu berbeda pendapat dengan temanmu. Bagaimana cara menyampaikan pendapat agar diterima?*

*Jawaban Dhia Salma Alifia*

*Cara menyampaikan pendapat yang berbeda dan diterima adalah:*

1. *Meminta izin dan maaf terlebih dulu karena perbedaan pendapat.*
2. *Menyampaikan pendapat dengan bahasa yang sopan.*
3. *Mengucapkan terima kasih karena pendapatnya sudah didengarkan.*

Based on the questions and students' answers, they have understood the difference of opinions within the group. The students request space and implicitly convey the values of interaction to be accepted within their group.

The research journals titled "Habit of Writing Daily Journals to Improve Narrative Writing Skills for Fifth Grade Students at SD Negeri 2 Sukorejo," "Effectiveness of Improving Writing Skills Through the Habit of Writing Daily Journals," and "Enhancing Narrative Writing Skills Through Daily Journal Writing Habits for Fifth Grade Students at MIN 1 Sleman" serve as references. Therefore, the researcher compiles an analysis based on a comparative review of the conclusion sections of these studies as follows.

- a) The habit of writing daily journals can enhance reading and writing literacy skills.
- b) Students gain experience in literacy and develop an interest in literary products such as poetry and narrative writing.

- c) The sources of literacy are diverse and abundant, and they can be utilized for students' learning purposes.

Based on the analysis and discussion, it can be concluded that habituation is a student-centered learning model focused on literacy. The habit of writing daily journals has proven to have a significant impact on students' literacy skills.

#### **4. Conclusion**

The habit of writing daily journals aims to improve ANBK scores. This activity is part of a program called "Jurnal Harianku" (My Daily Journal). The implementation follows three stages: planning, execution, and development, each accompanied by data analysis derived from primary sources, specifically the students' daily journals.

Based on the analysis, this research addresses three questions from an epistemological perspective. The first question explores why the habit of writing daily journals can impact the Education Report (Rapor Pendidikan or RP) results. It is answered with data showing a decrease in RP literacy scores in 2022. This decrease was attributed to the lack of a systematic approach to literacy programs. However, through the "Jurnal Harianku" program, the literacy skills score in the 2023 ANBK increased significantly, reaching 96.67.

During the implementation and habit-building stages, the researcher presented and analyzed data from students' daily journals. In both the execution and development stages, students were able to construct their knowledge and writing skills, leading to the production of written works. In the development stage, these written products were influenced by texts or readings that students found interesting. Students maintained daily journals as a core class activity and private journals to further develop their thinking and creativity. The variety of entries in both the daily and private journals demonstrated that students could test their ideas, use language as a tool for social and individual communication, encourage critical thinking, and enhance their memory related to time.

The direct impact of the habit of daily journal writing in class was evident in the students' written responses. The analysis of these responses showed that students were able to express opinions based on facts, identify information that could be openly accepted, and use it to develop their personal understanding. Additionally, the analysis revealed that students could communicate internally to generate unique ideas. Writing daily journals served as a means to document their experiences, skills, knowledge growth, and new perspectives on unfamiliar subjects. Journal writing also provided space for students to reflect on life outside themselves, facilitating social acceptance in line with community or group values.

In conclusion, through the epistemological analysis, the habit of daily journal writing has a significant impact on literacy skills. This activity not only enhances language skills but also stimulates cognitive development and writing abilities. By writing journals, students become more active, critical, and creative learners.

This research has limitations and requires further study for more comprehensive results. Nonetheless, the findings could be considered for implementation in elementary schools or madrasah ibtidaiyah to improve literacy skills within educational institutions.

#### **References**

- Aprison, W. (2015). Mendamaikan Sains dan Agama: Mempertimbangkan Teori Harun Nasution. *Jurnal Pendidikan Islam*, IV(2), 242–258.
- Dianita. (2020). Pembiasaan Menulis Buku Harian Untuk Meningkatkan Kemampuan Menulis Narasi Bagi Siswa Kelas V SD Negeri 2 Sukorejo. *Jurnal Profesi Keguruan*. Universitas Negeri Semarang.
- Cendikia: *Jurnal Pendidikan Dan Pengajaran*, 2(8), Article 8. <https://doi.org/10.572349/cendikia.v2i8.2231>
- Guslianawati, Dyah., Nugraheni, Anindhita sri, Meningkatkan Kemampuan Menulis Buku Harian pada Siswa Kelas V MIN 1 Sleman. (2023). *Jurnal Kajian Ilmiah Kebahasaan dan Kesusastraan Volume 15 Nomor 1*
- Hidayati, S., Weriyaana, Suryana, E., & Abdurrahmansyah. (2023). Perkembangan Kognitif Menurut Teori Sosio-Kultural dan Implikasinya dalam Pembelajaran. *Jurnal Ilmiah Ilmu Pendidikan*, 6(9), 6708–6714.
- Insani, Sholehuddin, & Khobir. (2024). Pemikiran Konstruktivisme Jean Piaget dalam Filsafat Pendidikan Islam. *Gudang Jurnal Multidisiplin Ilmu*, 2(1), Article 1. <https://doi.org/10.59435/gjmi.v2i1.191>
- Kristiawan, Muhammad. (2016). Filsafat Pendidikan: The Choice is Yours. Yogyakarta: Valia Pustaka.
- Lestari, Frita Dwi, et.all. (2021). Pengaruh Budaya Literasi terhadap Hasil Belajar IPA di Sekolah Dasar. *Jurnalbasicedu Volume 5 Nomor 6 Tahun 2021 Halaman 5087 – 5099*
- Maghfirah, St.Nurwaqiyah., Firdaus, Andi Mulawakan., Hadaming, Hamdana. (2023). Analisis Pelaksanaan Asesmen Nasional Berbasis Komputer (ANBK)

Terhadap Literasi dan Numerasi Siswa Kelas V di SDN Ganrang Jawa 1 dan SDI Teamate. *Jurnal Pendidikan Indonesia (JOUPI)*

*Vol.1, No.3 September 2023*

Sinaga, Linda Teresia.etc. (2021). Pengembangan Literasi melalui Kegiatan KODIE Mengajar pada Anak Panti Asuhan di Kota Medan. *Jurnal Pengabdian Pancasila (JPP)*

*Vol. 1, No. 1 2022: 13-18*

Sukaesih, S., & Alimah, S. (2012). Penerapan Praktek Pembelajaran Bermakna Berbasis Better Teaching Learning (BTL) Pada Mata Kuliah Microteaching Untuk Mengembangkan Kompetensi Profesional Calon Guru. *Jurnal Penelitian Pendidikan*, 29(2).

Sukirno. (2009). Pembelajaran Menulis Kreatif dengan Strategi Belajar Akselerasi. Purworejo: UM Purworejo Press.

Suparno & M. Yunus, M. (2003). Keterampilan Dasar Menulis. Jakarta: Universitas Terbuka.

Tarigan, D. (1996). Membina Keterampilan Menulis Paragraf dan Pengembangan. Bandung: Angkasa Tarigan.

Toruan, Rialdo Rezeky Manogari. (2022). Partisipasi Guru dan Orang Tua Dalam Menggalakkan Literasi Pada Kalangan Pelajar. *Jurnal Pustaka Dianmas, Vol 1, No. 1 (Juli 2021), Hal. 21-27*

Tuerah, Roos M., Jeanne M. Tuerah, Jeanne M. (2023). Kurikulum Merdeka dalam Perspektif Kajian Teori: Analisis Kebijakan untuk Peningkatan Kualitas Pembelajaran di Sekolah. *Jurnal Ilmiah Wahana Pendidikan, Oktober 2023, 9 (19), 979-988.*

Yulianto, E., Dwijayanti, I., & Sumarno, S. (2024). Analisis Kebutuhan Literasi Pada Jenjang Pendidikan Sekolah Dasar. *Cendikia: Jurnal Pendidikan Dan Pengajaran*, 2(8), Article 8. <https://doi.org/10.572349/cendikia.v2i8.2231>