Implementation of One Day One Story Program to Develop Literacy Skills of Elementary School Students

Daryanti[1], Abdul Wachid Bambang Suharto[2]

Email: daryanti68@guru.sd.belajar.id[1]

[1–2] State Islamic University (UIN) Prof. KH Saifuddin Zuhri Purwokerto, Indonesia

Abstract

Literacy covers many aspects, not only reading and writing skills, but also includes the ability to understand information in a logical and critical way. Based on the results of observations in class III of SD Negeri 1 Cilangkap, students' ability to understand information is still low, this can be seen when students work on questions, some do not understand the meaning of the question. So to answer, there needs to be help from the teacher to understand the questions being worked on. One way to develop literacy skills among children is to use the storytelling method. This method can not only increase their interest in reading, but also improve verbal language skills, overall reading comprehension, and writing skills. The formulation of the problem in this study is how the implementation of the one-day-one-story program can develop students' literacy skills at the elementary school level. The purpose of this study was to analyze the extent to which the program contributed to improving student literacy. This study uses a qualitative descriptive approach, with data collection methods used including direct observation, interviews, and documentation from students who participated in the one-day-one-story program . The results showed an increase in children's verbal abilities, creativity, and the emergence of ideas and concepts from students. This is reflected in the students' ability to tell stories well and the interaction between students who ask each other questions to dig deeper into information.

Keywords: Implementation, Program, Literacy, Elementary School

1. Introduction

Education is one of the main components of Indonesian society. Reading, writing, and arithmetic must be instilled in every member of society, as stated in Law Number 20 of 2003 concerning the National Education System, especially Article 4 paragraph 5. Literacy is a cultural norm of reading and writing. The capacity of a society's youth to innovate determines the welfare of that society, therefore literacy is very important in this era of the fourth industrial revolution. A country that has a strong culture of literacy shows the ability of its people to collaborate, think critically, and communicate creatively, all of which are important to face competition at the global level (Laksmi, 2020).

The ability to read and write, subject-specific knowledge or skills, and the ability to apply the information and knowledge obtained are the three pillars that form the basis of the definition of literacy according to KBBI

Online. The ability to understand information through reasoning and analysis and to use it effectively to achieve goals is an integral part of literacy, which includes more than just reading and writing (Aritonang, 2021). Reading and writing are the foundation of literacy. Because of its central position, basic literacy serves as a stepping stone to expanding the definition of literacy beyond its original meaning as the ability to read and write. Education is one way to acquire literacy (Fahrianur, 2023).

Literacy, especially the ability to read and write, cannot be separated from the realm of education. The ability to read and write is one of the most basic needs for society and communities, as explained by Mutjie (2021). Many professionals in the field of education believe that access to quality education should be a fundamental government policy. As a result, various countries, both developed and developing, consider strengthening literacy as a main agenda in building competitive human resources in the modern era.

Literacy education for children is very important to do now. One of the problems that I found based on the results of observations in class III at SD Negeri 1 Cilangkap is the lack of basic literacy skills. Students are still lacking in understanding reading. Based on the analysis in Hendriyani's research (2017), low literacy is caused by the limited reading learning methods applied. There are several problems in reading literacy, such as teacher dependence on lecture methods without variation, and lack of interaction where teachers only ask questions without giving students the opportunity to ask questions. So, to help children become better readers, we need an innovation program.

Nurbaeti (2022) quoted Miller and Pennycuff as saying that *storytelling* is a great way to help children become better readers. This approach not only encourages interest in reading; it also improves writing skills, reading comprehension, and oral language. The development of children's competence in many aspects of life is helped by the correlation between students' reading and writing skills.

Nafisawati's research (2023) citing Tadkiroatun's statement wrote that the use of storytelling methods can improve children's linguistic intelligence, by using this approach it is likely that children can develop verbal skills that are important in everyday life. This narrative method is designed to attract students' attention to learning materials. When the story relates to their daily experiences, elementary school students will be more focused and quickly understand the contents of the material.

Dhieni in Saptawuni (2021) explains that the storytelling method provides various benefits, including: 1) training children's ability to absorb information, 2) stimulating thinking power, 3) increasing concentration, 4) developing imagination, and 5) creating a pleasant atmosphere. This opinion shows that this method is designed to help children understand and master the contents of the story better. Storytelling is a good way for children to learn valuable life lessons that they can use in real-life situations. The purpose of guiding children in listening to the teacher's story during storytelling activities is to provide knowledge, instill moral and religious values, and provide enlightenment about the social and physical environment. In addition to these various benefits, the storytelling method also has a number of advantages. Dhieni in Saptawuni (2021) notes several advantages of the storytelling method, namely: 1) can reach more children, 2) utilize time effectively and efficiently, 3) simplify classroom settings, 4) make it easier for teachers to manage the class, and 5) does not require high costs. Therefore, the author chose to implement a one-day, one-story program to support the development of student literacy.

Based on the description above, this study was compiled with the aim of explaining the implementation of the one-day-one-story program with the aim of developing students' literacy skills in elementary schools. The author attempts to describe the form of the program and how to implement it effectively. It is hoped that this study can increase knowledge for the author and readers, and provide a useful contribution to the advancement of education in Indonesia, especially in improving literacy among elementary school students.

This study is not the only one that has been conducted, because previously there have been several studies that focused on developing literacy skills through storytelling methods. In this case, the researcher chose three previous studies that were relevant to be used as references. First, Purwasi and Margaretha (2016) conducted a study entitled "Developing Early Childhood Science Literacy Through Storytelling Methods Using a Series of Picture Media." Both studies examined efforts to improve literacy skills with storytelling methods. Students participated as observers in the study conducted by Purwasi and Margaretha while the teacher told stories using various visual media in the form of picture media. Meanwhile, in the study to be carried out, the researcher will ask to create a story whose theme has been discussed and agreed upon together. Then, each student will take turns telling their story. This researcher's study uses a descriptive qualitative approach and involves third grade students as subjects, in contrast to Purwasi and Margareth's classroom action research (PTK) which consists of three cycles and focuses on children with PAUD.

Second, research conducted by Nurbaeti et al. (2022) in a journal entitled "Implementation of Storytelling Methods in Improving Children's Literacy in Indonesian Language Subjects" applies a descriptive qualitative approach. This study aims to explore whether the storytelling method can improve the literacy skills of grade 4 students at SD Plus Babussalam. In the process, students read story books and then retell the contents of the story. However, the research to be carried out is different from Nurbaeti's research. In this study, students will be asked

to create their own stories, and every day they will tell stories in turns, accompanied by question and answer interactions between students.

In the third study, Nafisawati et al. (2023) examined the use of fairy tales to improve reading literacy skills in grade 2 Indonesian language learning at Madrasah Ibtidaiyah. This study used the classroom action research (CAR) method and was conducted over two cycles. The subjects of the study were grade 2 students. Students first watched a video introducing a fable story, then the teacher asked them questions. In the second cycle, students formed groups to complete group assignments and carry out presentations based on the stories they had learned. The three studies, conducted by Purwasi and Margaretha, Nurbaeti et al., and Nafisawati et al. raised the research topic of using the storytelling method to improve students' literacy skills; however, there are several differences with the research to be carried out, namely: location, research subjects, and variations in storytelling methods used. Therefore, based on the explanation and previous research presented by the researcher, the study entitled Implementation of the One Day One Story Program to Develop Elementary School Students' Literacy Skills has never been conducted before.
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2. Research Methods

This study applied a descriptive qualitative approach. According to Moleong (2005:4), this approach produces data in the form of words and images, not numbers. The data can be obtained through interviews, field notes, photos, video recordings, personal documentation, notes or memos, and other documents. This study describes in detail the real conditions in the field related to the program "Implementation of the One Day One Story Program to Develop Elementary School Students' Literacy Skills." The location of the study was conducted at SD Negeri 1 Cilangkap located in Cilangkap Village, Gumelar District, Banyumas Regency, with research subjects consisting of 12 grade III students.

This study aims to determine the literacy skills of grade III students before and after implementing the one-day-one-story activity which will be implemented for two months. Data collection techniques include interviews with students to understand the learning process and the development of literacy skills, direct observation of student activities and documentation of the steps of the story-making program, and initial evaluation of students' literacy skills. Data analysis carried out by the author through reduction identifies important information from the results of observations, interviews, and documentation that are relevant to the research objectives, presentation Compiles information that has been reduced in narrative or table form to facilitate understanding, and draws conclusions based on data analysis, including findings regarding the improvement of students' literacy skills and factors that influence the process.

3. Research Results and Discussion
a. Implementation of the One Day One Story Program

The activity "Implementation of the One Day One Story Program to Improve Elementary School Students' Literacy Skills" was carried out for 12 third grade students at SDN 1 Cilangkap. This program lasted for two months, from August to September. The materials taught in this activity were Indonesian, and This program is known as "One Day One Story." The implementation of the program follows a predetermined concept, namely integrating storytelling activities with question and answer sessions.

The story theme and delivery techniques are designed to be more relevant to students' personal lives. The storytelling method used has an easy-to-understand theme, so that students can easily create stories and actively participate during the activity. The purpose of this activity is for students to be able to ask questions according to the story theme, as listed in the table below.

Table 1. Story Themes

Stage	Story Theme	Story Contents
1	My Family	Students are asked to create a story with the theme of my family, tell it in turns every day, and carry out question and answer interactions with other students.
2	Hobby	Students are asked to create a story with the theme of my hobby, tell it in turns every day, and carry out question and answer interactions with other students.

3	Dream	Students are asked to create a story with the theme of my dreams, tell it in turns every day, and carry out question and answer interactions with other students.

The activity is carried out in three stages, Stage 1 students create a story with the theme of my family, students come forward in turns every day to tell the story that has been created. After finishing the story, then the students carry out a question and answer activity between students, to stimulate student participation to play an active role in giving responses, imagining and thinking critically in the form of giving comments or opinions. If all students have carried out the story for the theme of stage 1, continue to the theme of stage 2 and stage 3 with the same flow, namely students tell stories in front of their friends after that there is a question and answer interaction between the storyteller and the listener.

b. Discussion

This discussion focuses on the results of observations of the implementation of the one-day-one-story program that lasted for two months. The assessment is divided into two parts: the first part will assess the appropriateness of students' responses to questions asked by their friends, while the second part will focus on observing students' behavior when they tell stories and answer questions from other students, and will be presented in narrative form.

1) Assessment of Student Answers

During the implementation of one day one story, students were asked to tell stories about predetermined themes. After carrying out the storytelling activity, other students asked questions. Based on the results of the researcher's observations, students managed to answer the questions correctly.

2) Assessment of Student Responses

Students' ability to think critically and logically, as well as their mastery of English, are factors that determine their literacy level. The findings from observations related to these aspects will be detailed below.

a) Stage 1 (Theme: My Family)

Grade III students who create stories with the theme of my family sequentially, each day one participant comes forward to tell the story, the following are the results of observations of student responses.

Table 2. Observation Results

Name	Observation Results
Student 1	Students are able to tell stories well, but their tone of voice is low. Students can give short answers to questions from their friends.
Student 2	The student conveyed the story in a soft and lowered voice, but was able to provide accurate answers to the questions asked.
Student 3	The students told their stories with great enthusiasm, although to answer the questions, they needed encouragement first.
Student 4	Students tell stories less fluently, have to think in constructing sentences, can answer questions from their friends even if they are brief
Student 5	Students are able to tell stories well, less focused in answering questions from friends. Still need to be directed by the teacher.
Student 6	Students tell stories in a low voice. Students are able to answer questions from other students briefly.
Student 7	Students tell stories slowly and for a long time, with clear intonation. Students are able to answer questions from other students briefly.
Student 8	The student tells the story clearly, only the body is lowered. To answer questions from other students, assistance from the teacher is needed.

Student 9	Students speak in a clear voice, tending to be passive.
Student 10	Students tell stories clearly, answer briefly. Not yet able to give opinions.
Student 11	Students talk about their families coherently and clearly, but when asked for their opinions, students are still confused about how to give an answer.
Student 12	Students tell stories clearly and are able to answer questions correctly.

b) Stage 2 (Theme: Hobbies)

Name	Observation Results
Student 1	Students tell stories well, showing gestures of bowing and being embarrassed. Answering briefly but precisely. However, to convey opinions, students still need to be encouraged first.
Student 2	Students describe their hobbies clearly, answering well the reasons why they have these hobbies.
Student 3	Students tell stories quite well and clearly. Respond to questions quite actively and promptly.
Student 4	The student speaks frankly, always answers all questions from friends. He does not hesitate to tell his hobbies to his friends.
Student 5	Students tell stories slowly and appear passive in responding to questions from their friends. They must be given reinforcement first.
Student 6	Students can tell stories and express their opinions well, but in answering questions they need to be given instructions.
Student 7	Students tell stories about their hobbies quite well. Quite actively responding to friends' questions.
Student 8	Students look enthusiastic when telling about their hobbies. They can answer their friends' questions correctly.
Student 9	Students tell stories well and clearly, when answering questions they look embarrassed but are able to answer correctly.
Student 10	Students present stories with sufficient bias and are quite active in responding to friends' questions.
Student 11	Students talk clearly about their hobbies, and also actively answer and discuss with their friends when discussing the material being told.
Student 12	Students have shown an open attitude and are able to tell stories well. Students are enthusiastic in telling stories and expressing opinions.

c) Stage 3 (Theme: Dream)

Name	Observation Results
Student 1	Students tell stories clearly and can give opinions about their chosen ideals. Students are able to answer other students' questions correctly and are able to give opinions.

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Student 2	Students bring the story with enthusiasm, respond to friends' questions with enthusiasm. The answers are also clear and correct.
Student 3	Students tell stories with enthusiasm and expressiveness about their chosen ideals. Able to answer and argue about why they chose those ideals.
Student 4	The students were very enthusiastic waiting for their story time, the students were able to answer questions well.
Student 5	Students are enthusiastic about telling their dreams. Students also dare to express their opinions about who should ask questions first.
Student 6	The students told their stories well, actively expressed their opinions, and the question and answer session went well.
Student 7	Students tell stories well, are able to give opinions and also answer questions appropriately.
Student 8	The more free you are when telling stories, the more you can give opinions and answer questions well.
Student 9	Students talk enthusiastically about their dreams. Able to exchange ideas with their friends.
Student 10	Students talk well about their dreams and are able to answer questions correctly.
Student 11	Students can tell stories well, discussions are interactive
Student 12	Students tell clearly about what they aspire to, why they choose that aspiration. Students are able to answer questions from other students correctly.

Based on observations of student attitudes and reactions, the following conclusions can be drawn regarding the changes that have occurred:

1. In the first stage, students are still in the process of understanding the material and adapting to interactions in the classroom. They tend to be quiet, give short answers, and feel hesitant and embarrassed when asked to give reasons or personal opinions. However, some students have begun to show courage to express their interests and creativity, and are able to tell their experiences clearly.

2. In the second stage, students' storytelling skills improved, they seemed more confident and no longer felt shy. Although there were some students who still needed additional support, interactions between them began to develop, not only limited to teachers but also among classmates.

3. In the third stage, students are able to tell stories well without hesitation. Interaction between students is increasingly intense, seen from responding to each other's stories, asking each other questions, and increasing students' courage and comfort in participating in class.

Based on the summary of the interview results, students showed a high interest in storytelling activities. They felt more involved when they could actively participate by answering questions or telling stories in front of their friends. Many students said that they felt more confident in reading and writing after participating in this activity.

Based on experience, there is an increase in students' initiative, emotional involvement, and active participation in class. This shows that their critical and logical thinking is starting to develop. In addition, verbal abilities in conveying stories or personal experiences also show significant progress. Students' creativity and imagination also appear to be developing. Thus, it can be concluded that the literacy skills of grade 3 students of SD Negeri 1 Cilangkap have started to increase. However, the role of adults around

them, such as parents and teachers, is still very important to provide direction and support in literacy activities such as reading, writing, and storytelling. This will help improve their literacy skills to a better level.

4. Conclusion

The results of the study on the implementation of the "One Day One Story" program to develop literacy showed that this program had a positive impact on improving students' literacy skills. The most significant changes were seen in the increase in students' intensity in expressing opinions based on their experiences and active participation in class. This indicates that students' critical and logical thinking is starting to develop. In addition, students' verbal abilities in telling personal experiences also increased. Thus, it can be concluded that students' literacy skills have developed. However, the role of adults such as parents and teachers is still very important to guide and direct students in the process of developing this literacy.

The contribution to the world of education from this research is 1. Improving writing skills, this program helps students improve their writing skills especially in writing short stories. 2. Through the process of writing and retelling, students are encouraged to be creative and explore their imagination. Therefore, schools not only become more interesting, but students also gain confidence in expressing themselves. 3. Increasing enthusiasm and involvement, children's enthusiasm for reading and writing has increased significantly through this approach. When students are involved in fun and interactive activities, they tend to actively participate in the learning process. Limitations in the Implementation of the One Day One Story Program to Develop Elementary School Students' Literacy Skills, namely limitations in learning to write. In writing stories, students often have difficulty finding ideas, organizing ideas and choosing the right words. Lack of interest in reading students, low reading interest can result in limitations in mastering vocabulary and language structure. Students who rarely read will have limitations in processing words and expressing ideas effectively, which has an impact on their speaking and writing skills. So in implementing this program, teachers must always guide and support students.

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