

Early Childhood Literacy Development Through The Baca Corner (Literacy Development at TK Tunas Rimba I Purwokerto)

Isti Pujiati^{1,*}, Abdul Wachid Bambang Suharto²

Email: istipujiati97@gmail.com

^{1,2}UIN Prof. K.H. Saifuddin Zuhri, Jl. A. Yani No.40A, North Purwokerto, Banyumas Regency, Indonesia

Abstract

Reading corner is an alternative to developing literacy in early childhood institutions. When in the reading corner children are very excited and increase their great curiosity. This happens because the reading corner can improve children's ability to develop literacy. This study aims to describe through a reading corner can develop children's literacy skills. This research method uses a *congruent embedded* that applies one stage of descriptive qualitative data collection at a time. The results of this study found that the development of early childhood literacy can be stimulated through a reading corner that can be a reference for every class in early childhood education institutions. Some results show that the advantages of children who are often in the reading corner include: increasing children's imagination power in playing projects; the increasing vocabulary of each student; and children's social-emotional development getting better because of the interactions carried out in the reading corner.

Keywords: *literacy, reading corner, early childhood*

1. Introduction

1.1. Background of the Problem

Literacy comes from Latin, namely *litteratus*, which means it is marked by letters, literate or educated. Literacy is a person's ability to read and write, but nowadays the term literacy is becoming more and more developed in its meaning. 6 Current literacy includes scientific literacy, financial literacy, numeracy literacy, cultural literacy, technological literacy, and civic literacy. The meaning of literacy is the activity of understanding, involving, using, analyzing and transforming texts. 1

The development of literacy in children is closely related to language or communication skills. Communication is intended to fulfil two important elements, namely the exchange of thoughts and feelings. Literacy or communication skills in children will affect their social, emotional and cognitive development. If children can communicate with the surrounding environment, they will grow self-confidence and be able to socialize or be accepted in their environment, meaning that language skills affect the child's social and personal adjustment, of course, it will also affect their emotional and cognitive development. 2 The ability to communicate orally or in writing, such as the ability to read and write, is a basic skill that must be possessed by everyone. When is the right time to learn to read and write and how to learn it is the concern of many parties.

Research on the development of methods or models to improve motor, cognitive, and emotional abilities and improve reading skills in early childhood by using experimental research methods, including developing a modified game learning model to improve children's gross motor and cognitive abilities. 3 Many PAUD institutions introduce the letters a to z in a way that is done with children sitting neatly and neatly. What should be done in PAUD is the method of playing and having fun, but the fact that fun learning in PAUD institutions is still far from expectations.

TK Tunas Rimba I Purwokerto has a literacy development program that is different from other kindergartens or PAUD institutions. The results of a preliminary study at the Tunas Rimba I Kindergarten in Purwokerto, on the walls, show the works of children that support literacy development. When introducing syllables, the teacher gives word dice and the children

rewrite the words that come out after the dice are thrown so that children learn while playing or playing while learning, a classroom environment that is rich in literacy and equipped with a library that provides story books and knowledge books. other. Children's good literacy skills with this play process raise questions about how teachers plan and carry out daily learning, especially learning to read and write. For further development of children, we provide them with the Reading Corner, where their children are given the freedom to choose their preferred literacy game, there are colourful reading books with large writing and attractive pictures and colours, and there are cards and letters accompanied by pictures and simple writing. Not many PAUD institutions are committed to making learning fun like TK Tunas Rimba I Purwokerto. For this reason, the author wants to find out more about how teachers run literacy development programs through reading corners.

1.2. Problem Formulation

Specifically, the formulation of the problem in this study is as follows:

- 1.2.1. How is the program for developing literacy skills for early childhood through the reading corner at TK Tunas Rimba I Purwokerto?
- 1.2.2. What are the obstacles faced by teachers in implementing the early childhood literacy development program through the reading corner at TK Tunas Rimba I Purwokerto?
- 1.2.3. What are the efforts made to overcome the existing obstacles?

1.3. Research Objectives

- 1.3.1. To find out about the literacy development program for early childhood through the reading corner at TK Tunas Rimba I Purwokerto.
- 1.3.2. To find out the obstacles faced by teachers in implementing the early childhood literacy development program through the reading corner at Tunas Rimba I Kindergarten Purwokerto.
- 1.3.3. To find out the efforts made to overcome the existing obstacles in implementing the early childhood literacy development program through the reading corner at TK Tunas Rimba I Purwokerto.

Literacy comes from Latin, namely *litteratus*, meaning marked by letters, literate or educated. 4 The bulk of literacy research is rooted in cognitive psychology and psycholinguistic theory, including literacy research in children. This research will describe the basic knowledge that children know about written language. According to Clay, children learn a language in an authentic, holistic and purposeful manner.5 This method awakens and develops children's control of written language. According to Alwasilah literacy is understanding, involving, using, analyzing and transforming text.

From the above understanding, it can be concluded that literacy is closely related to the ability to write and read. The ability to write and read in children begins with the ability to speak or communicate. Language skills begin when a baby is born. The way babies communicate is by crying and then responding to those closest to them by smiling and babbling. From the chatter, then it develops into words and sentences, then tells or listens to stories at the age of 2-3 years. Since then, literacy skills have begun to develop. Literacy skills or language skills in children gradually develop from expressing to expressing by communicating. They can use language in various ways such as asking questions, dialogue and singing.

Language is any form of communication in which human thoughts and feelings are symbolized to convey meaning to others. 6 Language is a very important element in human life. With language, we can express our feelings, thoughts and desires to others. because through language, humans can know themselves, their creators, fellow humans, the environment, science and moral or religious values. Created language so that humans can communicate and get to know each other and then can help each other. Even with language, humans can hurt each other. But with the language of science and technology, it can expand widely.

2. Research Methods

2.1. Research Approach This

the research uses qualitative research methods. The researcher observed the literacy development program for early childhood at Tunas Rimba I Kindergarten in Purwokerto which was carried out in natural conditions or without any treatment from the researcher. Researchers saw and analyzed how early childhood learning activities in TK Tunas Rimba I Kindergarten Purwokerto focused on research on the development of children's literacy skills through reading corners. The reason for using a qualitative approach in this research is to understand the behaviour of individuals or groups that are complex, holistic, dynamic and full of meaning. At this time, several PAUD institutions consider that reading and writing are obligatory in the learning process and tend to be coercive on children. Researchers want to know the practice of learning to

read and write that is different when compared to early childhood education institutions that still use conventional literacy learning. Qualitative research through observations or observations made by researchers is an effort to find, describe, analyze and interpret physical data in the field with the right interpretation of a problem related to the literacy ability development program at Tunas Rimba I Kindergarten Purwokerto.

2.2. Research

Subjects The subjects in this study were principals, teachers and students at TK Tunas Rimba I Purwokerto. Researchers believe the subject of this research can become respondents and sources of data that will help smooth this research. Another reason is that the researcher views the learning process at Tunas Rimba I Kindergarten in Purwokerto as different from other PAUD institutions.

The data source in this study used a *purposive* reason that it was chosen based on certain considerations and objectives, and wanted to obtain adequate, accurate information, and be able to explore broader information that had been previously obtained. The research subjects used as data sources were selected according to the objectives, as the principle of purposive sampling. Furthermore, the data sources (informants) were coded to facilitate the presentation of research results. The coding is arranged in the following table:

Table 1. Research data

No	Child Name	Se Does Not Know Reading	Ses Already Knows Reading Corner
1	Azzam	Slow to read	Fluent in reading
2	Omar	Does focused	More Undirected
3	Anez	not know letters	Recognizes letters
4	Lezza	Aggressive, does not want to be regulated	More organized
5	Asya	Shy	More daring
6	Fahri	Does not know letters	Recognizing letters
7	Zifa	Lazy to see books	Smart telling stories
8	Oliv	Not enthusiastic	More enthusiastic
9	Tita	Likes to cry	Many friends
10	Faaza	Hard to make friends	Many friends
11	Darren	Does not know letters	Fluently reads
12	Adhan	Somewhat slurred	More clearly speaks
13	After	Not enthusiastic about learning	More enthusiastic

3.3. Place and Time of Research

3.3.1. Place of Research

The place of this research is TK Tunas Rimba I Purwokerto which is located at Jalan Sutejo No. 7 Kedungwuluh District, Banyumas Regency, Central Java Province, Indonesia. Tunas Rimba I Kindergarten Purwokerto was chosen as the research site because of the literacy-rich environment, the work of children showing that children can read and write, the learning carried out by the Tunas Rimba I Purwokerto Kindergarten teacher is different from learning in other kindergartens, especially learning to read and write.

3.3.2. Research Time

Research activities at Tunas Rimba I Kindergarten Purwokerto were carried out for five months, from January 2022 to May 2022. The activities carried out for five months consisted of preliminary studies, analyzing children's literacy development programs, collecting data and analyzing data collected. Obtained.

3.4. Data Collection Techniques and Instruments

The form of the qualitative research approach and the data sources used, the data collection techniques used are observation, interviews and document analysis

3.4.1. Observation Techniques Observations

carried out by researchers are participatory observations because researchers are involved in source activity data. Researchers are involved with the daily activities of the people being observed as a source of research data. The researcher participates in doing what the data source does so that the data obtained becomes more complete, and sharp and reaches the level of meaning of each behaviour that appears.

3.4.2. Interview Techniques

Qualitative research conducted by researchers is to combine participatory observation with in-depth interviews to obtain the data that researchers need. Interviews were conducted in the preliminary study to find out more in-depth things about the children's literacy development program through the reading corner at TK Tunas Rimba I Purwokerto. The questions asked by interviewers or researchers to informants or interviewees, including how to make a literacy learning plan, what are the steps for literacy learning, what is the literacy learning model, what are the general goals and specific objectives of the literacy learning program, how to determine the material literacy, how to determine the theme of literacy learning, how to determine literacy learning strategies, what media are used in literacy learning, what evaluations are carried out in literacy learning and reveal the obstacles faced by teachers during planning, implementation and evaluation activities. All were carried out using interview guidelines.

3.4.3. Documentation Study

To document research results using: notebooks, cameras, tape recorders, and videos. Documentation studies were carried out to collect data from archives and documents in TK Tunas Rimba I Purwokerto. Those related to technical literacy learning, for further analysis.

Documents are used for research purposes for the following reasons:

- a) Documents are used because they are a stable, rich and encouraging source
- b) Are useful as evidence for a test
- c) Are useful and appropriate for qualitative research because they are natural, in context, born and in the context
- d) Documents must be searched and found
- e) the results of this study will open up opportunities to further expand the body of knowledge on something being investigated.

The documentation study in this study was used to obtain data on the completeness of documents from the children's literacy learning program, such as weekly learning implementation plan (RPPM) documents and daily learning implementation plans (RPPH). This study was conducted according to the documentation technique guidelines.

3. Data Analysis Techniques Data

analysis in this study uses *thematic analysis*. Thematic analysis is the analysis carried out by looking at and finding the themes and categories obtained in the data that has been coded.⁸ Based on the opinion above, the thematic analysis in this study refers to research questions about early childhood literacy skills.

CONCLUSION

Based on the results of research and studies on the literacy ability development program for early childhood at TK Tunas Rimba I Purwokerto, researchers can conclude as follows:

1. Planning for literacy skills development programs is prepared at the beginning of the school year and jointly prepared by the head of the kindergarten and teachers. This plan is stated in writing in the form of Semester Plans, Weekly Learning Implementation Plans (RPPM), and Daily Implementation
2. Learning Plans (RPPH). The planning of literacy development programs is made in an integrated manner with six development areas, namely aspects of religious moral development, cognitive, physical motor, social-emotional, language and art. Formulation of objectives, learning materials, selection of methods, selection of media or learning resources and assessment planning is adjusted to the learning theme.
3. The learning process for developing literacy skills at TK Tunas Rimba I Purwokerto includes initial activities, core activities and closing activities. The learning process activities are adjusted to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. Early learning activities are praying, singing and sharing stories. The core learning process at TK Tunas Rimba I Purwokerto is done through playing. Types of games that support programs to improve literacy skills in children, include role-playing, playing cubes, playing social gathering, teachers who don't like to read or teachers who are lazy to use books when learning.
4. playing word cards, playing coins and pictures, playing secret boxes and playing straws. These types of games aim to introduce letters or symbols over and over again. If this is done continuously, children can read and write naturally without coercion because there is a process of assimilation and accommodation in the brain using the hand puppet stage when telling stories, picture games in a sandbox, picture story methods, and storytelling methods using children's hand puppets. So, at Tunas Rimba I Kindergarten in Purwokerto there is no compulsion on children to learn to read and write. The obstacles faced by teachers in implementing literacy skills development programs are
 - a). Barriers exist in children, namely children whose development has not yet appeared so the teacher must pay more attention to the child
 - b). Barriers exist for teachers, namely teachers who are less creative to load new learning media and role-playing, playing cubes, playing social gathering, teachers who don't like to read or teachers who are lazy to use books when learning.
5. Efforts that can be made to deal with existing obstacles include the following:
 - a) Teachers can work with parents to help children who have not developed in the field of literacy or reading and writing.
 - b) Kindergarten principals continue to encourage teachers to use books in learning.
 - c) Teachers can also look for innovations in learning by using other methods or games to improve literacy skills in children including reading books together, using a hand puppet stage when telling stories, drawing games in a sandbox, picture story methods, and storytelling methods using hand puppets. Kindergarten principals continue to encourage teachers to use books in learning.

References

- [1] Al-Wasilah, A Chaedar. (2012). *Anyway Literacy Engineering*. Bandung: PT Qibla of the Main Book.
- [2] Hurlock, Elizabeth B. (1978). *Child Development Volume 1 Sixth Edition*. Jakarta: Erlangga.
- [3] Gustiana, Asep Deni. (2014). *The Effect of Modified Games on Gross Motor and Cognitive Ability of Early Childhood*
- [4] Toharudin, et al. (2011). *Building Student Scientific Literacy*. Bandung : Humanities.
- [5] Musfiroh, Tadzkirotul. (2009). *Read Write For Early Age*. Bandung: PT. Refika Aditama.
- [6] Izzaty, Rita Eka. (2005). *Recognizing Kindergarten Child Development Problems*. Jakarta: Ministry of National Education.
- [7] Mulyasa, HE (2012). *PAUD Management*. Bandung: Youth Rosda Karya. 8. Naughton, Glenda M. & Hughes, Patrick. (2009). *Doing Action Research in Early Childhood Studies: a Step by Step Guide*. Open University Press.