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Understanding Of Teacher In SDN 2 Kawedanan Toward Learning Literacy

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Abstract

Literacy is a very important skill taught in schools. Literacy in elementary school is a tool to build positive characteristics since 2015 Ministry of Education and Culture has launched school literacy, especially in elementary school. To implement this program requires an in-depth understanding of teachers as the spearhead of education towards the essence of literacy itself. This research is trying to reveal the understanding of literacy and cross-curriculum literacy among teachers in SDN Kawedanan 2 Magetan Regency. This research used qualitative approach of phenomenology. The data collecting technique used was interview while triangulation of data used triangulation data. The result of the research showed that the teacher's understanding in SDN Kawedanan 2 Magetan toward the literacy and literacy cross the curriculum was not good. For that suggestion that can be submitted is there must be follow-up research in the form of socialization program and dissemination of literacy and literacy cross curriculum.
Keywords: literacy, teachers' understanding

INTRODUCTION

Literacy is one of the basic skills that must be mastered by individuals to be able to survive in the global era. The absence of space and time constraints in global interactions requires individuals to be able to interact and communicate with various media and literacy skills. Literacy is a language skill in the context of communication. In the context of learning, literacy plays an important role to achieve learning objectives at both the micro and macro levels. Therefore, literacy is one important component that shows the progress of a nation's education system. Based on these explanations, it can be identified that literacy ability is central to the development of knowledge as well as skills in other fields. The lack of literacy in students has an impact on students' inability to develop skills in other areas.

Simply, literacy can be interpreted as a reading and writing ability. Data from the Association for the Educational Achievement (AEA) notes that in 1992 Finland and Japan were among the countries with the highest reading rates in the world. Meanwhile, from 30 countries, Indonesia being the bottom two from the lowest. The development of literacy in Indonesia at this time is still said low. This is written in the results of a study of the Program for International Student Assessment (PISA) which shows that in reading ability, the nation of Indonesia ranks 57th out of 65 countries in the world. In its development, literacy tradition embedded in Indonesian society cannot develop as expected.

Purwanto (2007) argues that the factors cause low reading ability is the tradition of reading in community. This tradition is also seen in the implementation of learning in educational institutions, especially in schools. Systems that has been built in schools provide less opportunities for literacy traditions to learners. Teachers still use the lecture/ conventional method while the students are difficult to be a good listener, although in theory the implementation of learning has been referring to the curriculum of 2013 which in fact requires teachers as facilitators and students as active learners to construct their own knowledge.

Primary school is a formal school level that is very potential to build a good literacy culture. In general, the level at elementary school is divided into two main parts namely high and low class. Learning in low grade elementary schools is the basis for building good habits at the next level. Based on that, the implementation of literacy learning in low-grade students of elementary school should get more serious attention to anticipate the implementation of understanding at the implementation level. Teachers as facilitators in the classroom are the main components of the success of a program is no exception for literacy programs in schools. To be good facilitator, teachers should have a good understanding of the literacy and its constituent components. Therefore, research on teacher's understanding of literacy needs to be done.

This research took place in SDN Kawedanan 2 Magetan because SD is the favorite elementary school in Magetan area. But from the results of pre observations, the implementation of learning literacy in elementary school is less than the maximum. Even the literacy activities are unstructured and systematic. It is assumed that the teacher's understanding of the literacy itself is not good. Therefore, this study is aimed to reveal the teacher's understanding of the concept of literacy in primary schools.

Literacy which in its English literacy comes from the Latin littera (letters) that understanding involves mastery of the writing systems and accompanying conventions. However, the main literacy relates to the language and how it is used. The writing language system is secondary. When it comes to language, it cannot be separated from the culture because the language itself is part of culture. Thus, defining the term literacy must, of course, include the element that surrounds the language itself, the social cultural situation.

According to Teale and Sulzby (in Gipayana, 2010: 9), the concept of literacy teaching is defined as the ability to read and write. A person is called a literate if he has essential knowledge to be used in any activity that demands effective literacy functions in society and the knowledge that he achieved by reading, writing, and arithmetic makes it possible to be used for himself and the development of society (Gipayana, 2010: 9-10).

There are two things that become important reference in the concept of literacy teaching, namely the teaching of literacy with dimension of social practice and the teaching of literacy with dimension of social process. Various theories arise from the experts on the change of view towards understanding which one of them is known by Rosenbalt theory. According to Clay researchers

began to direct teachers to present the teaching of reading comprehension to a broader perspective, namely the teaching of literacy (in Gipayana, 2010: 18). The perspective itself stands on the theory of development of the 'emergent literacy' literacy, the acquisition of language acquisition, and the schema scheme.

Literacy learning is one of the efforts to make students become better. According to Idra Djati Sidi (in Gipayana, 2010: 28), the term of learning refers to how teachers empower and motivate students in learning. Students will be motivated to learn when their teacher plays a role as trainer, motivator, and facilitator.

Cooper (1993: 401 in Gipayana, 2010: 29) concludes that there are at least five important reasons why reading and writing need to be developed together, namely: 1) Both writing and reading are constructive processes, 2) Reading and writing share similar processes and Kinds of knowledge, 3) Writing and reading, are similar, improving achivement, 4) Reading and writing as faster communication, and 5) Combining reading and writing leads to out complete each other.

The first reason states that reader is aranger or interpreter that he or she has purpose. The purpose is to think about topic and activate the relationship between background knowledge and text content. The author also acts similar with reader. The purpose of writing is to move his mind about the topic in written and activate his background knowledge before beginning writing.

The second reason is reading and writing include same proceess in acquiring knowledge. The third reason, learning reading and writing skill together can improve achievement. In a research review, the impact of reading and writing together concluded that writing leads to improve reading achievement, reading leads to better writing performance, and a combination of learning leads to improved reading and writing skills.

The fourth reason, reading and writing can foster communication. Reading and writing are not just skills to learn in order to get better performance test scores but the process can help communicate effectively. The combination allows students to participate in the communication process and the result is get more literary meaning.

The fifth reason, the combination of reading and writing leads results that are not caused by just one process. An important element in learning literacy in general is thinking in the combination of learning to write and read, students are invited to get variety of experiences that lead to high-level thinking skills.

There are ten key ideas about literacy that show the change of literary paradigm in accordance with the challenges of the times and the development of science today, the order of social institutions, the level of relative eloquence, the development of self-potential and knowledge, world standards, democratic citizens, local diversity, relationships Global, effective citizenship, worldwide English (multiple Englishes), critical thinking skills, and semiotic society. Semiotic is the science of signs, codes, structures, and communications. So with these ten keywords in terms of literacy, one can improve and improve the quality of reading and writing and is able to find a meaning in the text.

METHODS

The subject of this research was elementary school teachers in SDN Kawedanan 2 Magetan Regency. The data taken include data about the teacher's understanding of the basic concept of literacy in primary school class with data collection techniques using interviews. The approach of this research is qualitative while the chosen design is phenomenology. To retrieve data, the researcher acts as the main instrument with the help of the following interview guide.

Table 1. Interviews Blueprint

No	Aspect	Description
1	Basic Theory of Literacy	
2	Literacy Planning at school	
3	Implementation of Literacy at school	
4	Literacy Evaluation at school	

The subjects interviewed were: first, second, and third grade teachers in SDN Kawedanan 2 Kabupate Magetan. While triangulation of data used is source triangulation.

RESULTS AND DISCUSSION

From the interview result, it is known that the first grade teacher at SDN Kawedanan 2 Magetan describes literacy as an integrated learning activity and integrative thematic in the curriculum 2013. While the second grade teacher answers the literacy is a guided learning program in the curriculum 2013. For third-grade teachers replied that literacy is a literacy program for low class. From the answers of the three teachers it can be concluded that the literacy subtance as a reading and writing activity only described by third grade teachers alone was limited to the lower class while the other two teachers have not described the concept of literacy. Thus, from the aspect of basic understanding can be said the basic theory of literacy has not been mastered by teachers in SDN Kawedanan 2 Magetan District. When asked whether the teacher had attended literacy workshops outside the school the first and second year teachers answered never while the third grade teacher had followed once but no follow-up program. In relation to the implementation of literacy at the school as stated in the school literacy movement and its strategic plan all informants answered that the school had never planned the school literacy movement and had no strategic plan about it. After further explored it was caused by the absence of a team of literacy movement formulating in SDN Kawedanan 2 Magetan Regency. As a result the creation of a literary environment is not focused on the particular purpose of the school literacy movement as well as the vision of the school mission. Automatically the implementation and evaluation of literacy does not work optimally even though the actual results of observations the teacher has done.

From the above explanation can be concluded that the teacher's understanding in SDN Kawedanan 2 District Kawedanan Magetan toward the literacy and less good literacy learning.

CONCLUSIONS

The conclusion of this research is the understanding of teacher of SDN Kawedanan 2 Magetan toward the literacy and learning of literacy in bad school. For that advice can be submitted related research is necessary to follow-up

socialization and dissemination of literacy programs and literacy movements in schools.

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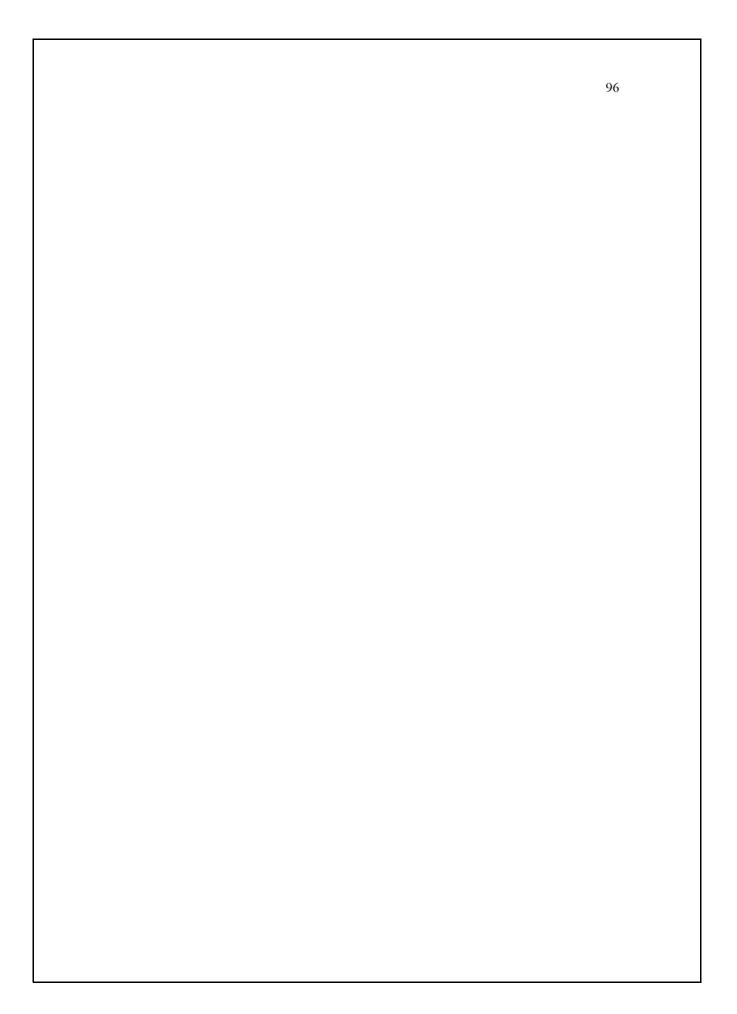
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