

Literacy Learning Innovations in Elementary Schools

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ABSTRACT

Literacy skills are needed to face the challenges of the 21st century. Therefore, it is necessary to make innovations that support literacy learning in elementary schools. The writing method used is a literature review. In this article, there are five articles analyzed to determine the innovation of literacy learning in elementary schools. Innovation in literacy learning in elementary schools can be done in terms of facilities and infrastructure, forms of activities, and content or content. The results of the analysis conducted show that literacy learning innovations in terms of facilities and infrastructure can be done with an interesting literacy corner and media use. Innovation in literacy learning in terms of the form of activities can be done by integrating literacy learning with literature and technology. Meanwhile, literacy learning innovation in terms of content or content can be done with food security literacy.

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1. INTRODUCTION

Literacy skills are needed to face the challenges of the 21st century. One of the 21st centuries is marked by the emergence of various kinds of information quickly. Boyacı & Atalay (2016: 134) say that 21st century skills differ from 20th century skills especially with the emergence of sophisticated information and communication. The challenge of the 21st century is that everyone must have 4C competencies (Critical Thinking and Problem Solving, Creativity and Innovation, Communication, and Collaboration). It was also revealed by Morocco, et al (2010) that in the 21st century students must have the ability to multiliterate four things, namely the ability to think critically, high understanding, the ability to communicate and collaborate. In addition, there are also seven aspects of literacy expressed by Urbayatun, et al (2018: 16) including spiritual literacy, moral literacy, intellectual literacy, physical literacy, interpersonal literacy, cultural literacy, and social literacy. Thus, literacy activities are expected to lead students to face the 21st century.

Literacy ability is closely related to demands on reading, writing skills and even the ability to understand information analytically, critically, and reflectively. In order to have good literacy skills, students are expected to have good reading skills as well. However, many students in Indonesia have low interest in reading. This can be seen in the results of research conducted by the Progress in International Reading Literacy Study (PIRLS) in 2016 and the Programme for International Student Assessment (PISA) in 2018 where Indonesia is still ranked low in terms of reading literacy.

The results of the PIRLS and PISA research above have actually increased compared to the previous year. Despite the increase, Indonesia is still classified as low in terms of literacy. In addition, the results of PISA and PIRLS also illustrate that Indonesian students have low interest in reading compared to students in other countries. This is also in line with Kasiyun (2015: 79) who stated that compared to several neighboring

countries, the reading interest of the Indonesian people is still low. In fact, one indicator of literacy ability is reading skills. When students' interest and reading skills are high, literacy skills are also high or vice versa. Thus, it can be concluded that the culture of literacy in Indonesia is low in proportion to the low reading interest of students. Even though it is known that literacy skills are very important to be used as a pivot in facing the global era, especially foreign information and culture that quickly enters the country.

The innovation of literacy learning in elementary schools is something important to ensure that children get quality education. Literacy is the ability to read, write, speak, and think critically. Literacy is a basic ability needed to learn, understand, and complete tasks. Literacy learning in elementary schools can be improved through learning goal-oriented innovations. It is necessary to adjust the learning method to the goals to be achieved. Innovations in literacy learning in elementary schools can include: improving reading, writing, and speaking skills using technology, improving learning experiences by utilizing critical and creative thinking skills, providing access to appropriate educational resources, familiarizing children with reference systems, and providing opportunities to actively participate in learning. Literacy learning innovations in elementary schools can help children improve reading, writing, and speaking skills. This will make children better prepared to study in high school and get a better education in the future. Appropriate literacy learning innovations will enable children to actively participate in learning, improve critical and creative thinking skills, and provide access to appropriate educational resources.

Innovation in literacy learning in elementary schools will help children to become a more critical and creative thinking generation. Literacy learning innovation in elementary schools is an effort to improve students' literacy skills and develop their competencies in the fields of reading, writing, understanding, and language use. These efforts aim to help students develop the literacy skills needed to succeed in school and in their lives. With this innovation, students will be able to learn how to use language and reading and writing skills to express themselves, solve problems, and complete tasks. Thus, these innovations can help students reach their maximum academic potential and contribute positively to community development.

2. RESEARCH METHODS

The writing method used is a literature review. The data used to compile this article is from literature related to the problem studied (Rahmadi, 2011). Some of the main types of references used are books, laws and regulations, seminar papers, proceedings, printed and online editions of scientific journals, research results and scientific articles sourced from the internet. The type of data obtained varies, qualitative and quantitative. Data and information sources are obtained from various literature and compiled based on the results of studies from the information obtained.

Writing is sought to be interrelated with each other and in accordance with the topic studied. The collected data is selected and sorted according to the topic of study. Then the preparation of papers based on data that has been prepared logically and systematically. Data analysis techniques are descriptive, argumentative. Conclusions are obtained after referring back to the problem statement, purpose of writing, and discussion. The conclusions are drawn from the description of the subject matter of the paper, and are supported by practical suggestions as further recommendations.

3. RESULT AND DISCUSSION

Literacy Learning Innovation related to Facilities and Infrastructure in Elementary Schools

Literacy learning requires the support of adequate facilities and infrastructure so that it can run optimally. One form of facilities and infrastructure used to support literacy activities is the availability of reading materials. The availability of sufficient and diverse reading materials can be utilized in reading habituation activities.

One of the innovations in facilities and infrastructure in literacy learning in elementary schools can be done through the literacy corner (Mariati et al., 2022). The literacy corner is not just arranging various reading materials in the classroom. However, the literacy corner also provides a variety of reading materials, containing student work, supporting posters, and motivational sentences.

Teachers can prepare unique and interesting literacy corners by involving students and working with parents/guardians. Involving students in the provision of learning facilities and infrastructure can make students feel a sense of belonging, so that it is more meaningful for students. However, this literacy corner also has weaknesses, namely, reading books, student work, and supporting posters, as well as motivational sentences are prone to damage. Therefore, before being used together, there needs to be clear regulations and must be obeyed by all students.

In addition to reading corners, literacy learning innovations related to facilities and infrastructure in elementary schools can also be in the form of the availability of supporting learning media. Literacy learning media innovations can be in the form of picture books, flannel boards, letters, numbers, pictures, and various games that can support literacy activities (Rosalinda & Rahmawati, 2022). The interesting media presented will make literacy learning more fun for students.

Literacy Learning Innovations Related to Forms of Activities in Elementary Schools

Literacy learning is not only oriented to reading activities. Literacy learning activities can also be done by integrating literature. Literature can provide pleasure and understanding of life (Nurgiyantoro, 2013). Through literature, students will learn about life and life in a fun way.

One of the innovations in literacy learning activities in elementary schools that integrate literature is storytelling activities together (Mariati et al., 2022). Storytelling activities together through fairy tales, folklore, legends and others. The activity of telling stories together begins with reading fairy tales, folklore, or legends. Next, students tell each other about the things they have read.

The innovation of storytelling activities together in literacy learning is actually very fun. It's just that, if you are not used to it, when telling stories, students tend to be seen memorizing scripts, not telling stories. However, if you get used to it, the stories of things you have read will flow, just like people telling stories.

Innovation in literacy learning activities in elementary schools in addition to integrating literature, can also integrate technology in learning activities. One form of innovative learning activities that integrate technology in elementary schools is the use of simple multimedia (Hartati, 2016). The multimedia in question can be in the form of power points, online platforms, and even the internet can also be used in literacy learning activities in elementary schools.

Literacy learning activities in elementary schools that use multimedia are very important to do in the digital era like today. However, innovation in literacy learning activities with multimedia certainly needs to be supported by the availability of devices and networks. In addition, this activity also needs to be supported by teacher proficiency in using supporting devices.

Content-Related Literacy Learning Innovations in Elementary Schools

Literacy consists of several forms according to the content or content. The forms of literacy consist of early literacy, basic literacy, library literacy, media literacy, technological literacy, and visual literacy (Clay & Ferguson in Wiedarti, 2016). Literacy learning in elementary schools, usually oriented to basic literacy consisting of reading and writing. Later also began to be intensified related to technological literacy presented in digital literacy.

Literacy learning innovations related to content / content in elementary schools can be in the form of food security literacy. Food security literacy is a literacy design designed according to the natural environment to introduce food security in accordance with the growth and development and learning styles of students (Fahmi et al., 2018). Students in food security literacy will learn to know various types of seeds/seedlings, how to plant, water. In addition, students will also learn to know various types of plants, fruits, how to harvest, processing processes, nutritional content, and how to consume.

Food security literacy learning is rarely delivered in elementary schools. Even though various types of food are widely circulated, students can also buy various foods freely, without knowing how to process, nutritional content, etc. As a result, students become susceptible to various diseases. Therefore, food security literacy learning needs to be given to be able to provide basic knowledge to students, so that students can be more selective in sorting out the food consumed.

The downside of food security literacy learning is that some schools may be located in urban areas with limited land. Therefore, for the natural environment will not be directly obtained by students. The natural environment in question will be obtained by students through digital media such as video displays or short films related to it.

4. CONCLUSIONS

Literacy learning in elementary schools can be integrated in learning activities. In particular, literacy learning innovations in elementary schools can be carried out in terms of facilities and infrastructure, forms of activities, and content or content. Literacy learning innovation in terms of facilities and infrastructure can be done with an interesting literacy corner and media use. Innovation in literacy learning in terms of the form of activities can be done by integrating literacy learning with literature and technology. Meanwhile, literacy learning innovation in terms of content or content can be done with food security literacy.

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