



## Increasing Children's Basic Literacy Through Storybook Media

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### Abstract

Activities to improve basic literacy through reading storybooks are carried out daily, one of the efforts to enhance students' Basic Literacy skills. This research aims to understand how storybooks are used as a medium to improve the basic literacy skills of early childhood. The subjects in this research were teachers, students, and parents of group B students at the Mertelu Guyangan PKK Kindergarten. Reading storybook media improves basic literacy by observing and gathering information regarding storybook reading activities by children, teachers, and parents at school, the types of books children like, and the benefits of reading storybooks in improving basic literacy skills based on observation and analysis.

**Keywords:** Basic Literacy, Media, Storybooks

### 1. Introduction

According to Law no. 20 of 2003 concerning the National Education System, Chapter 1 Article 1 Point 14 states that "Early Childhood Education is a coaching effort aimed at children from birth to the age of six which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education." According to Hasan & Suwarni (2020), early childhood education is based on laying the foundation for physical growth and development and intelligence, thinking power, creativity, emotions, spirituality, language/communication, and social. Early Childhood Education involves all children, including development concerns (Belsky, 2007). Early childhood education is a development effort aimed at children from birth to six years of age, which is carried out by providing educational stimuli to assist physical and spiritual growth and development so that children are ready to enter further education (Nurfaidah et al., 2020; Thalib & Ahmad, 2020; Wood, 2013). From the various opinions above, it can be concluded that early childhood education (PAUD) is the level of education before the basic education level, which is a coaching effort aimed at children from birth to the age of six that is carried out through providing educational stimuli to help their physical and physical growth and development. Spiritually, children are ready to enter further education, which is carried out in formal, non-formal, and informal channels (Febriani et al., 2023; Gabriela et al., 2022).

The developmental aspects referred to are as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia number 146 of 2014, which contains the 2013 curriculum in early childhood education units, namely religious and moral values, cognitive, language, physical-motor, social-emotional, and artistic. Law number 23 of 2003 concerning the national education system article one point fourteen states that Early Childhood Education (PAUD) is a development effort aimed at children from birth to age six carried out through educational stimulation to help their growth and development. Physical and spiritual development so children are ready for further education (Salter et al., 2013; Garbarino & Bedard, 1996; Juleha et al., 2021).

Early literacy skills are basic abilities, namely the ability to read and write; early literacy skills in early childhood are also how children can develop language and cognitive aspects through stimulation provided by educators (Davidse et al., 2011; Anvari et al., 2002). This is

also to prepare for the next level of education; stimulating early literacy skills in young children is very important because, at this time, young children experience excellent development, namely the golden age; their abilities will develop very rapidly if they receive the proper stimulation (Walker et al., 2022). Considering the importance of literacy skills for early childhood, literacy skills in early childhood need to be improved through various techniques and media (Van Den Broek et al., 2005). Children's low interest in reading, lack of understanding of literacy, and poor use of books, children are more interested in using gadgets, so there is a real need to re-grow their love for books, in this case, one of which is storybooks to improve basic literacy skills in early childhood (Malin et al., 2014).

The formulation of the problem faced is as follows:

- (1) How is Early Childhood Learning Implemented at the PKK Mertelu Guyangan Kindergarten?
- (2) What methods are used at the PKK Martelu Guyangan Kindergarten?
- (3) How is basic literacy implemented in the PKK Martelu Guyangan Kindergarten?
- (4) What facilities are used to increase literacy at the PKK Martelu Guyangan Kindergarten?

## 2. Methods

To examine the implementation of research on Improving Basic Literacy through Storybook Media, with a research focus, problem formulation points, and research benefits, the method used is Qualitative Research. Qualitative Research is observing the process of implementing learning by educators, interacting with them, asking questions that need to be asked, and collecting them in a description outlined in the research. The research location is at the PKK Martelu Guyangan Mertelu Kapanewon Gedangsari Kindergarten. The research time is semester 2 of the 2021/2022 academic year. In this research, the main instrument was the researcher himself, PKK Martelu Guyangan Kindergarten Educator, group B students totaling 10 children and 5 parents as samples. The data source is student educators, for samples from parents and students at the PKK Martelu Guyangan Kindergarten.

The data collection methods used in this research include: (a) The interview method was used to explore information regarding the application of learning using storybook media to improve the basic literacy skills of early childhood. The results of the interviews are in the form of triangulation and interview transcripts. Referring to expert opinion, there are seven interview steps in collecting research data. These steps are determining who the interview will be conducted with, preparing the main issues that will be discussed, opening the interview flow, carrying out the interview flow, confirming the summary of the interview results, writing down the interview results in field notes, identifying follow-up actions to the interview results. that has been obtained (Sugiyono, 2018), eith the interview guide that has been prepared, Researchers conducted interviews with a number of informants, namely school principals. Researchers reveal the use of storybook media to improve the basic literacy skills of early childhood.

Observation Method was used to obtain data about the application of learning using storybook media to increase basic literacy at the PKK Martelu Guyangan Kindergarten. Things observed in this research include the learning planning process, implementation, learning process, evaluation and learning assessment results. In this method, researchers use structured observation, namely observations that have been systematically designed about what will be observed, with measurements in the form of information notes (Sugiyono, 2018, p. 377). Activities carried out by researchers to observe events or problems using tools such as photo cameras and notebooks. Observations record everything that happens at the research location. This observation technique will produce data in the form of facts regarding the extent to which learning activities using storybooks are implemented to improve basic literacy for young

children. It is a record of past events. Documents can be in the form of writing, images, or photos. Research results from observations and interviews will be more credible/trustworthy, supported by evidence in the form of documents (Sugiyono, 2018 p. 396). This document complements the use of observation and interview techniques in qualitative research.

Data reduction is summarizing, selecting the main things, and focusing on the essentials to look for themes and patterns. In this way, the reduced data will provide a clear picture and make it easier for researchers to collect further data and search for it if necessary (Sugiyono, 2018: 405). Observation, documentation studies, and interviews carried out data collection. Data presentation can be done by briefly describing the results of in-depth observations at the PKK Martelu Guyangan Kindergarten. Presenting data aims to combine information in varied and easy-to-understand forms (Sugiyono, 2018 p. 408). The data presented in this research is carried out as narratives or short descriptions, charts, tables, and graphs. Giving data aims to combine information in a varied and easy-to-understand form. Conclusions are drawn during the research process, and provisional conclusions can be drawn after sufficient data. These conclusions are then verified during the research to see the truth, circumstances, and suitability so that decisions can be drawn. To make it easier to present data, indicators of the success of the management stage and the achievement of the school principal's strategic management in improving the quality of education were created. The data is then drawn to conclusions and verified using success assessment criteria based on a range of values.

### 3. Results and Discussion

#### *Literacy Goals*

After we understand the meaning of Basic Literacy above, of course, we already have an idea of the goals of literacy; now, the goals of literacy itself are as follows: It helps increase people's knowledge by reading various helpful information. Helps increase one's level of understanding in concluding the information read. Increasing one's personality values through reading and writing activities. Growing and developing a culture of literacy in society at large. It helps improve the quality of someone's time use so that it is more beneficial.

#### *Benefits of Literacy*

After seeing such reasonable literacy goals, of course, the community will get various benefits from it, and some of the benefits of literacy are as follows: increasing someone's vocabulary. Optimizes brain performance because it is often used for reading and writing activities. Get various new insights and information. A person's interpersonal skills will get better. The ability to understand information will increase. Improve a person's verbal skills. Improve one's analytical and thinking abilities. Helps improve a person's focus and concentration ability. Increases a person's ability to compose meaningful words and write.

#### *Types of Literacy*

In this case, although the term literacy is very plural, the term still refers to a person's fundamental ability to read and write. The following are several types of literacy: In this case, although the use of the term literacy is very plural, basically, the term still refers to a person's fundamental ability to read and write, referring to literacy, the following are several types of literacy, namely:

- a) Basic literacy is the essential ability to read, write, listen, and count. Basic literacy aims to optimize a person's ability to read, write, communicate, and count.
- b) Library literacy is the ability to understand and differentiate written works in the form of fiction and non-fiction, understand how to use catalogs and indexes, and the ability to understand information when creating written work and research
- c) Media literacy is the ability to know and understand various forms of media "electronic media, print media, and others" and understand how to use each media.

- d) Technological literacy is the ability to know and understand things related to technology, for example, hardware and software, understanding how to use the internet, and understanding the ethics of using technology.
- e) Visual literacy is a greater understanding of the ability to interpret and give meaning to information through images or visuals. Visual literacy comes from the idea that an image can be "read," and its meaning can be communicated from the reading process.

#### *Principles of Literacy*

There are several essential principles in developing literacy in an educational institution. According to Kylene Beers "2009", the following are several principles for developing school literacy: (a) Balanced: Each student has different needs from one another; schools must apply this principle by implementing reading strategies and reading variations. (b) Spoken Language is very important Students must be able to discuss information in an open discussion that allows for differences of opinion, so it is hoped that students will be able to express their opinions and practice more critical thinking skills.

#### *Takes Place in a Curriculum*

According to Kylene Beers, literacy programs should be applied to all students and not depend on a particular curriculum; in other words, literacy activities should be an obligation for all teachers and fields of study.

#### *The Importance of Diversity*

Diversity is something that deserves to be appreciated and recognized in every school. This can be done by providing various storybooks with Indonesian culture themes close to children's lives so that children become more familiar with the nation's culture and participate in preserving it. From the explanation above, it can be concluded that literacy is not just the ability to read and write because it involves language knowledge (oral and written), cognitive abilities, and knowledge of genre and culture

#### *Media to Improve Literacy*

Understanding MediaMedia is a word that comes from Latin and has a plural form or is often called medium. Meanwhile, the word media means intermediary. In this case, the intermediary is between a source of information or message (a source) and a recipient of the message or information (a receiver). Therefore, we often see media in everyday life, such as newspapers, online articles, films, television, etc. With the presence of media in this world, someone will be easily helped so that everything happening will be quickly resolved. This media can reduce misunderstandings between information givers and information recipients. Apart from that, media can be used for us to learn,

### **Results and Discussion**

At the PKK Martelu Guyangan Kindergarten, they already have sufficient essential capital to improve basic literacy in early childhood. These include: storybooks are available at the PKK Martelu Guyangan Kindergarten, there is a reading corner for children that attracts children's attention to reading, and teachers who can read stories that attract children's attention. Children's interest in reading through storybooks is high, and the abilities of some teachers and storybook-based learning are pretty good.

#### *First Week Meeting*

At the first meeting, there were 15 students, not 1; in the lesson, the teacher used Story Book media starting with a story, and the children listened actively to what the teacher was telling; at that time, the theme was Healthy Food, the teacher told about my favorite Banana, the children listen carefully, after finishing the story the child is given the task of retelling the story, only 1 of the 14 children who dared to retell the story and continue with activities according to the content of the story both in linguistic and cognitive aspects and at the end of the lesson the child is lent a book to take home. The same thing was done again on the first day until the fifth day,

every day the number of children who dared to tell stories and retell the stories they listened to increased, on the second day there were 3 children out of 15 children, day 3 4 children, day four 4 children and day five also 4 children.

#### *Second Week Meeting*

By continuing to use storybook media, the teacher created a book-buying and selling game played by the children, and in it there were also stories told by the teacher. In the second week, the children's abilities increased, as evidenced by the 15 children who played an active role in this game; they carried out their role as sellers and buyers of books so that their basic literacy increased both in cognitive, linguistic and social-emotional aspects, and to retell what was told at the end of the week, 50 percent of children dare to tell stories in their language.

#### *Third Week Meeting*

At the third week's meeting, children can take the book they like, read the pictures themselves, and retell what they read to their friends and teacher. Almost all children in the third week have enjoyed their storybooks, choosing their books as a means for them to learn basic literacy. The development can be described as a graph.

Figure 1

*Graph of progress in increasing literacy*



Figure 2

*Student respondents' enthusiasm for playing storybook-based games*



Figure 3

*A respondent pretending to be buying and selling books with a limited book collection*



However, from the observations made, it still exists Weaknesses that must be overcome by the PKK Martelu Guyangan Kindergarten, among others, the collection of story books is still not extensive, there is no school library yet, it is far from village and regional libraries, the role of parents is still low, and understanding of literacy is still minimal. Efforts have been made to overcome obstacles or weaknesses. This can be resolved by providing a collection of story books that are appropriate to the child's age, trying to find a CSR to provide a library, making visits to the nearest library, outreach to parents and school residents, and learning about literacy for students and parents, including the one day one book program which continues to be promoted. Educators, in collaboration with parents, make children love books more and use books as a learning resource to increase their basic literacy skills in both cognitive and language.

Apart from that, the PKK Martelu Guyangan Kindergarten steps are daily book-based learning with play. The impacts arising from these literacy activities are optimizing reading corner services, providing as many opportunities as possible for children to explore storybooks to improve basic literacy, facilitating children's interest in increasing literacy using storybook-based learning combined with other approaches

#### 4. Conclusion

Research about using storybook media to improve basic literacy can be concluded as follows.

- 1) Implementation of Early Childhood Learning at PKK Mertelu Guyangan Kindergarten to improve literacy skills by using storybook media
- 2) The method used at PKK Martelu Guyangan Kindergarten is storytelling using tools, role-playing, and giving assignments.
- 3) learning using storybooks to improve basic literacy skills at the PKK Martelu Guyangan Kindergarten was implemented in 3 weeks. The children's abilities increased using various methods from the first week to the third week.
- 4) Means used to improve literacy at PKK Martelu Guyangan Kindergarten Storybooks according to children's interests and under the theme of that week

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