

BASIC LITERACY ASSISTANCE AT THE TAMAN BACA ANAK MERDEKA

Maria Kristina Ota^{1*}, Sayful Amrin², Stefanus H.G. Ma³, Helena Rosalia Parera⁴,
Yosef Moan Banda⁵, Marsel Nande⁶, Ana Maria Gadi Djou⁷, Yovita Gaa⁸

^{1,2,3,4,5,6,7,8}Universitas Flores, Ende, Indonesia

*Email: titynpaoh@gmail.com

Received: 25/10/2023

Revised: 6/11/2020

Accepted: 9/11/2023

Abstract. Basic literacy is an ability that children must have from an early age, especially with increasingly developing technological developments; children must have good basic literacy skills. This mentoring activity aims to overcome the existing problem, namely that some children still need to be more active in reading and writing even though they have joined the Reading Park. The assistance provided is not only limited to reading and writing literacy but also numeracy literacy, scientific literacy, digital literacy, financial literacy and cultural literacy. It is done so that children in reading gardens do not feel bored with reading and writing with the same activities but are also allowed to learn other things. Apart from that, companions also provide educational games that can help motivate and entertain children. Educational games themselves cannot be separated from literacy activities. The implementation method is to apply the PALS (participatory action learning system) method. Some of the activities carried out in this mentoring provide very good benefits for the children. The children feel very motivated to continue moving forward and improve themselves to become better. The conclusion from this assistance is that children feel increasingly motivated and have quite a high interest in learning basic literacy and other forms of basic literacy as part of this assistance.

Keywords: Assistance, Literacy, Basic literacy

Abstrak. Literasi dasar adalah suatu kemampuan yang harus dimiliki anak sejak dini terlebih dengan perkembangan teknologi yang semakin berkembang, anak dituntut harus memiliki kemampuan berliterasi dasar yang baik. Tujuan dari kegiatan pendampingan ini adalah untuk mengatasi permasalahan yang ada yaitu masih ada anak yang malas membaca dan menulis walaupun sudah bergabung dengan Taman Baca tersebut. Pendampingan yang dilakukan juga tidak hanya sebatas pada literasi baca dan tulis namun juga ada literasi numerasi, literasi sains, literasi digital, literasi finansial dan literasi budaya. Hal ini dilakukan agar anak-anak pada taman baca tidak merasa jenuh pada membaca dan menulis, dengan aktivitas yang itu-itu saja, namun anak-anak juga diperkenalkan untuk belajar hal lain. Selain itu juga, pendamping juga menyediakan games yang bersifat edukatif yang dapat membantu memotivasi dan menghibur anak. Games yang bersifat edukatif sendiri tidak terlepas dari kegiatan literasi. Metode pelaksanaannya adalah dengan menerapkan metode PALS (*participatory action learning system*). Beberapa aktivitas dalam pendampingan yang dilakukan ini memberikan manfaat yang sangat baik bagi anak-anak, anak-anak merasa sangat termotivasi untuk terus maju dan berbenah diri untuk menjadi lebih baik. Kesimpulan dari pendampingan ini adalah anak-anak merasa semakin termotivasi dan memiliki minat yang cukup tinggi untuk belajar literasi dasar maupun bentuk literasi dasar lainnya sebagai bagian dari pendampingan yang dilakukan ini.

Kata Kunci: Pendampingan, Literasi, Literasi dasar

How to Cite: Ota, M. K., Amrin, S., Ma, S. H. G., Parera, H. R., Banda, Y. M., Nande, M., Djou, A. M. G., & Gaa, Y. (2023). Basic Literacy Assistance at the Taman Baca Anak Merdeka. *Mitra Mahajana: Jurnal Pengabdian Masyarakat*, 4(3), 186-193. doi: <https://doi.org/10.37478/mahajana.v4i3.3316>

INTRODUCTION

Education is one of the most important components in determining the success and prosperity of a nation. The world of education, namely in the 21st century, has seen significant technological advancements that have forced educators to confront numerous challenges to help children reach their full potential on a global scale. According to Hamidah et al. (2020), globalisation encompasses various aspects such as living standards, information and communication technology, learning, and literacy. The ability to read, comprehend, and apply written information is known as literacy. This ability extends beyond reading texts to understanding text content, information analysis, and identifying patterns and significance from the information presented.



Literacy is an activity that is identical to reading and writing activities. However, as time passes, literacy is not only about these two activities but also includes the ability to communicate in society. Literacy has meaning as a practice and social relationship related to knowledge, language and culture (Sueca, 2021). More broadly, *literacy* is defined as language skills, which include the ability to listen, speak, read and write, and think, which is an element therein (Yunus et al., 2017).

The low level of public interest in literacy is a problem currently occurring in Indonesian education (Sari et al., 2021). Early childhood children usually have low literacy abilities. Apart from children, adults also have low literacy levels. Children and adults with low literacy levels will impact their success (at the school level) and in social life. Conversely, most educational processes are based on the ability and inclination of the learners (Wandasari, 2017). Therefore, it is very important for us to instil literacy from an early age and to help improve literacy in children, it is necessary to develop literacy in these children.

Basic literacy is the basic literacy skills children need from an early age. Basic literacy skills in the form of reading and writing will be a provision for children in the future. The fundamental thing in literacy practice is reading activities. Reading activities have a very important role as a foundation for learning various things and developing students' intellectual abilities.

In this era of rapid technological development, it can be seen that many young children spend more time playing on cell phones than reading or writing books. The time spent is spent playing online games or watching videos on YouTube or TikTok applications. It is so loved that it causes children's interest in reading and writing literacy to decline. Thus, developing basic literacy in children can be done in various ways, one of which is by reading fairy tales to children.

The basic literacy assistance provided at the Taman Baca Merdeka was carried out because they saw the existing problem, namely that there were still children who were lazy about reading and writing even though they had joined the Reading Park. Apart from that, the assistance provided is not only limited to reading and writing literacy but also numeracy literacy, scientific literacy, digital literacy, financial literacy and cultural literacy. It is done so that children in the reading garden do not feel bored with reading and writing but also learn other things. Apart from that, the companion also provides educational games. Children's enthusiasm is quite high, as seen from the number of children visiting the reading park. However, children's interest in visiting reading parks is quite high. However, adequate facilities have yet to support this to make access easier, so this literacy movement is growing and attracting more and more people.

METHOD

This service activity was conducted in Ende, Onekore Village, precisely at the Taman Baca Anak Merdeka. This service is carried out using the PALS (participatory action learning system) method (Chambers, 2007; Sueca, 2020) with the following steps: 1) A defined methodology and systemic learning process; 2) multiple perspectives; 3) Group learning processes; 4) Context-specific; 5) Facilitating experts and stakeholders; 6) Leading to sustained action, where this implementation method can be described as follows: 1). Identification of problems related to student problems; 2) carrying out a needs analysis to address the problems that occur; 3) designing coaching and mentoring for students; 4) carry out structured guidance; 5) monitoring and evaluating activities; 6) follow-up report on program success. Apart from that, at the program implementation stage, coordination is carried out with the service implementation team to overcome service problems. Next, conduct self-evaluation, design a basic literacy guidance program, and initiate service program activities.

RESULT AND DISCUSSION

The basic literacy assistance at the Independent Children's Reading Garden is carried out for approximately 1 (one month). The mentoring activities carried out are as follows:

Practice speed reading

The first focus of literacy learning is on text. The focus of literacy is more emphasized on the linguistic aspects of a text. Sueca (2021) explains the standards that need to be achieved in literacy, including the following: a). master various language systems used to create meaning; b). master the concept of the difference between written and spoken language; 3). It is mastering the concept of language variation systems (dialects). Apart from that, some factors influence the success of literacy activities, as explained by Kartikasari (2022), which are as follows:

1. Intelligence Factor, which is the mental ability or learning potential that influences a person's understanding process
2. Attitude factors, which relate to a person's enthusiasm, point of view, mindset and interest in reading
3. The language mastery factor means that the level of a person's language mastery greatly influences the person's level of understanding of reading.
4. Reading material factor

Diverse reading materials, unique in terms of genre, theme or form of presentation, will be more popular, easier to read and easier for children to understand. March (2020) also added that in student literacy, there are factors that influence the level of student literacy skills, namely physiological, intellectual, environmental and psychological factors.

This activity aims to make it easier for children to identify and understand the meaning and reading material as efficiently as possible. Several speedreading techniques that are commonly applied include

1. Skimming technique, namely reading quickly and thoroughly to be able to find the main ideas in the reading;
2. Scanning technique is a fast and careful reading technique to understand information from a reading;
3. Skipping technique, namely the technique of reading quickly by ignoring or skipping parts that are already understood, but when reading other parts, immediately understand the parts that have been skipped.



Picture 1. Children and their companions sit in groups to prepare themselves to do speed reading activities.

Read local history comics.

The target of this activity is elementary and middle school children. The comic book is a book that tells the story of the life of Bung Karno, the Proclaimer, while he was in Ende and a comic about a hero from Lembata fighting the Dutch colonialists. The interest of the child participants was very good because they not only heard or read the comics but could enjoy the interesting pictures and colours presented in the comics.

Utilizing comics as a learning medium can provide learning information (Soedarso, 2015). Children can also learn about history, moral values and cultural values. Comics, which have elements, namely theme, character, setting, plot, language and graphics, can support children's

learning to write (writing literacy) so that children's writing skills can improve from day to day (Fatmasari & Sodik, 2023). The cultural values contained in comics, which are living cultural habits that are formed from experience and knowledge, can be used as a guide for children's lives (Mungmachom, 2012; Albantani & Madkur, 2018; Jumriani et al., 2021).

Simple Financial Literacy

This activity aims to increase the knowledge, skills and confidence of consumers and the public so that children can manage their finances better and are given a basic understanding of their finances. Because, in general, children prioritize wants rather than needs, which can increase economic problems in the family (Zunaidi et al., 2022; Sabilla et al., 2023).

In this assistance, children are given an explanation about saving and by teaching children this; children can prepare their lives for a better life. By saving, children can also shape their mindset so that they get used to not buying useless things, reduce the desire to buy things that only fulfil momentary satisfaction and desires and encourage them to adopt a frugal lifestyle (Igamo et al., 2021)

The target of this activity is not only teenagers but also elementary school children. Literacy education for children is not just an introduction to money; furthermore, financial literacy education for children is a concept about introducing wise financial management and controlling financial expenditure by distinguishing between what is a need and what is just a desire.

It is important to provide financial literacy education early so that children do not live wastefully but manage their finances correctly to get what they want (Asnawi et al., 2019). Apart from that, parents are also required not only to fulfil their children's material needs, but the most important thing is to provide educational resources that are useful for their future survival, in this case, education in the form of correct money management (Krisdayanthi, 2019).

Numeracy Literacy

Numeracy literacy is essential in various aspects of life, including personal money management, purchasing decisions, work, and participation in society related to technology and information. Good numeracy literacy skills enable individuals to make intelligent decisions and respond wisely to mathematical challenges in everyday life (Sabri, 2020; Aswita et al., 2022).

Numerical literacy is the ability to understand, apply, and speculate about numbers and mathematical concepts in many situations. Mathematical reasoning is more than just calculating. It also involves understanding mathematical concepts and applying them to everyday life (Susanto et al., 2023)

This activity aims to train children's basic skills in mathematics, such as number recognition, basic operations (addition, subtraction, multiplication, division), understanding data, and measurement. Therefore, children can understand mathematical concepts in everyday life, which include understanding numbers, operating basic materials, measuring abilities, interpreting data, and solving mathematical problems in various situations. Numerical literacy allows a person to function well in modern society (Agustina & Zayyadi, 2023).

Scientific Literacy

Scientific literacy refers to a person's ability to understand, evaluate, and use scientific information in everyday life, which involves understanding scientific concepts, research methods, and critical thinking processes used in science. Scientific literacy is important because it helps individuals make decisions based on scientific evidence, understand complex issues such as climate change, vaccination, or health, and participate in conversations about scientific and technological developments (Daniah, 2020)

This scientific literacy activity aims to increase children's scientific understanding, helping children become smarter and more informed consumers in a world increasingly connected by science and technology. Apart from that, it also helps children to become more knowledgeable, responsible citizens and ready to face the challenges of an increasingly complex world with a solid scientific understanding (Windyariani, 2019; Abidin et al., 2021)

Cultural Literacy

Cultural literacy in children refers to the child's ability to understand, appreciate and interact with various cultural aspects of society. It involves understanding their environment's values, norms, traditions and cultural expectations. In addition, by learning about culture, children can become more open, tolerant and aware of cultural differences (Pitaloka et al., 2021). It can also prepare them to live in an increasingly multicultural and globally connected society (Putri & Nurhasanah, 2023).

In studying culture, there are several important aspects related to literacy that children can learn, including

1. With cultural literacy, children can understand the local culture, including history, language, customs and values in their environment, which can help them connect with their community;
2. Children can appreciate diversity, including understanding and respecting other people's cultures, religions and traditions;
3. Children are skilled in intercultural communication, which means that children learn to communicate with other people from various cultural backgrounds;
4. Children learn to be aware of stereotypes and prejudice.

It needs to be taught to children to avoid stereotypes and prejudice and respect the individuality of other people; and 5) children learn to appreciate art and creativity, which means that children can develop an appreciation for different artistic expressions such as art, music, dance, and creative expressions from various cultures.

Educational Games

Educational games are games specifically designed to provide learning and knowledge to players while being entertaining. The goal is to combine education and entertainment so players can learn while playing. Educational games can be implemented in various environments, including schools, homes, and even workplaces (Yunus et al., 2015; Erfan et al., 2020). The educational games implemented in this mentoring activity relate to basic literacy, including mathematics games, language games, history and culture games, and science games.



Picture 2. *Children gather with companions from both students and lecturers after playing educational games.*

CONCLUSION AND FOLLOW-UP

Literacy is very important and has a good impact on children's future. With service activities carried out in the form of mentoring children's basic literacy, children feel increasingly motivated and have quite a high interest in learning basic literacy and other literacies such as simple financial literacy, numeracy literacy, cultural literacy, and scientific literacy as part of this mentoring. Apart from that, the mentoring provided is not only limited to basic literacy but also educational games applied to mentoring activities. Educational games are very useful for helping children learn knowledge so that children don't feel bored and are entertained.

REFERENCES

- Abidin, Y., Mulyati, T., & Yunansah, H. (2021). *Pembelajaran literasi: Strategi meningkatkan kemampuan literasi matematika, sains, membaca, dan menulis*. Bumi Aksara.
- Albantani, A. M., & Madkur, A. (2018). Think globally, act locally: the strategy of incorporating local wisdom in foreign language teaching in Indonesia. *International Journal of Applied Linguistics and English Literature*, 7(2), 1-8. <https://journals.aiac.org.au/index.php/IJALEL/article/view/4145/3281>
- Asnawi, M., Matani, C. D., & Patma, K. (2019). Pengenalan Pendidikan Literasi Keuangan Bagi Anak Usia Dini Pada Kelas Binaan Jurusan Akuntansi Di Buper. *The Community Engagement Journal*, 2(1), 1-8. <https://ejournal.uncen.ac.id/index.php/COMMEN/article/view/2149/1704>
- Agustina, E., & Zayyadi, M. (2023). Kemampuan literasi numerasi siswa di sekolah inklusi. *Apotema: Jurnal Program Studi Pendidikan Matematika*, 9(1), 15-20. <http://publikasi.stkipgri-bkl.ac.id/index.php/APM/article/view/890/636>
- Aswita, D., Nurmawati, M. P., Salamia, M. S., Sarah, S., Si, S. P., Saputra, S., ... & Ismail, N. M. (2022). *Pendidikan Literasi: Memenuhi Kecakapan Abad 21*. Penerbit K-Media.
- Chambers, D., Linsmeier, T. J., Shakespeare, C., & Sougiannis, T. (2007). An evaluation of SFAS No. 130 comprehensive income disclosures. *Review of accounting studies*, 12, 557-593. https://www.zbw.eu/econis-archiv/bitstream/11159/550104/1/EBP071331247_0.pdf.
- Daniah, D. (2020). Pentingnya inkuiri ilmiah pada praktikum dalam pembelajaran IPA untuk peningkatan literasi sains mahasiswa. *Pionir: Jurnal Pendidikan*, 9(1). <https://jurnal.ar-raniry.ac.id/index.php/Pionir/article/view/7178/4162>
- Erfan, M., Widodo, A., Umar, U., Radiusman, R., & Ratu, T. (2020). Pengembangan Game Edukasi "Kata Fisika" Berbasis Android untuk Anak Sekolah Dasar pada Materi Konsep Gaya. *Lectura: Jurnal Pendidikan*, 11(1), 31-46. <https://journal.unilak.ac.id/index.php/lectura/article/view/3642/1966>
- Fatmasari, F., & Sodiq, S. PENGEMBANGAN MEDIA KOMIK BERBASIS KEARIFAN LOKAL DALAM PEMBELAJARAN PEMAHAMAN DAN KETERAMPILAN MENULISCERITA FANTASI PESERTA DIDIK KELAS VII. *Bapala: kajian pendidikan, bahasa, dan sastra*, 10 (3), 179-193. <https://ejournal.unesa.ac.id/index.php/bapala/index>
- Hamidah, H., Nirwansyah, N., Dwiyan, R., & Puspita, R. A. (2020). Panduan pembelajaran Tematik Integratif jenjang Sekolah Dasar. Jakarta: SEAMO QITEP In Language

- Igamo, A. M., Effendi, A., Apriani, D., & Andaiyani, S. (2021). Edukasi Pentingnya Menabung Sejak Dini di Desa Kota Daro II. *Jurnal Pengabdian Aceh*, 1(4), 214-218. <https://jpaceh.org/index.php/pengabdian/article/view/83/66>
- Jumriani, J., Mutiani, M., Putra, M. A. H., Syaharuddin, S., & Abbas, E. W. (2021). The urgency of local wisdom content in social studies learning: A literature review. *The Innovation of Social Studies Journal*, 2(2), 103-109. <https://ppjp.ulm.ac.id/journals/index.php/iis/article/view/3076/2437>
- Kartikasari, E. (2022). Faktor Pendukung dan Faktor Penghambat Gerakan Literasi Sekolah. *Jurnal Basicedu*, 6(5), 8879-8885. <https://jbasic.org/index.php/basicedu/article/view/3959>
- Krisdayanthi, A. (2019). Penerapan financial parenting (gemar menabung) pada anak usia dini. *Pratama Widya: Jurnal Pendidikan Anak Usia Dini*, 4(1), 1-7. <https://www.ejournal.ihdn.ac.id/index.php/PW/article/view/1063>
- Mach, F. F. (2020). *URGENSI LITERASI BACA DALAM MEMBENTUK AKHLAK MULIA SISWA SMP MUHAMMADIYAH 22 SETIA BUDI PAMULANG* (Doctoral dissertation, Fakultas Agama Islam Universitas Muhammadiyah Jakarta). <http://repository.umj.ac.id/4673/1/SKRIPSI.pdf>
- Mungmachon, M. R. (2012). Knowledge and local wisdom: Community treasure. *International Journal of Humanities and Social Science*, 2(13), 174-181. https://www.ijhssnet.com/view.php?u=https://www.ijhssnet.com/journals/Vol_2_No_13_July_2012/18.pdf
- Pitaloka, D. L., Dimiyati, D., & Purwanta, E. (2021). Peran Guru dalam Menanamkan Nilai Toleransi pada Anak Usia Dini di Indonesia. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1696-1705. <https://obsesi.or.id/index.php/obsesi/article/view/972/pdf>
- Putri, F. D. C., & Nurhasanah, N. (2023). Implementasi Literasi Budaya dan Kewargaan sebagai Upaya dalam Mengembangkan Berkebhinekaan Global di Sekolah Dasar. *JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah*, 8(3), 2167-2173. <https://jim.usk.ac.id/sejarah/article/view/25267/12070>
- Sabilla, A. P., Audia, S. N., Rachma, E., Adinugraha, H. H., & Gunawan, A. (2023). Pelatihan Pencatatan Keuangan Sederhana dan Mengenalkan Literasi Keuangan Terhadap Siswa SD di Desa Kwasen. *Welfare: Jurnal Pengabdian Masyarakat*, 1(3), 405-411. <https://jurnalfebi.iainkediri.ac.id/index.php/Welfare/article/view/591/354>
- Sabri, A. (2020). *Pendidikan Islam Menyongsong Era Industri 4.0*. Deepublish.
- Sari, E. N., Hermayanti, A., Rachman, N. D., & Faizi, F. (2021). Peran Literasi Digital Dalam Menangkal Hoax Di Masa Pandemi (Literature Review). *Madani Jurnal Politik Dan Sosial Kemasyarakatan*, 13(03), 225-241. <http://e-jurnal.unisda.ac.id/index.php/MADANI/article/view/2799/1812>
- Sueca, I. N., & Dewi, I. A. (2021). Pengembangan Klinik Literasi Berbasis Permainan Bahasa Dalam Kegiatan Literasi Dasar Pada Masa Pandemi Covid-19. *Paedagogia: Jurnal Kajian, Penelitian dan Pengembangan Kependidikan*, 12(2), 252-257. <https://journal.ummat.ac.id/index.php/paedagogia/article/view/4964>
- Sueca, I. N. (2021). *Literasi Dasar: Bahan Literasi Berbasis Permainan Bahasa*. Nilacakra.
- Susanto, C. Z., Aisyah, A. P., Kusmiati, I., Oktiani, M., Dermawan, R. S., Pudjaswara, R. A., ... & Purnamasari, I. (2023). MENINGKATAN LITERASI DAN NUMERASI DALAM KEGIATAN

RUBELMA DI DESA BANJARWARU. *KARIMAH TAUHID*, 2(5), 1329-1337.
<https://ojs.unida.ac.id/karimahtauhid/article/view/10088/4116>

- Wandasari, Y. (2017). Implementasi gerakan literasi sekolah (GLS) sebagai pembentuk pendidikan berkarakter. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 2(2), 325-342. <https://jurnal.univpgri-palembang.ac.id/index.php/JMKSP/article/view/1480/1291>
- Windyariani, S. (2019). *Pembelajaran Berbasis Konteks Dan Kreativitas:(Strategi Untuk Membelajarkan Sains Di Abad 21)*. Deepublish.
- Yunus, M., Astuti, I. F., & Khairina, D. M. (2015). Game edukasi matematika untuk sekolah dasar. *Jurnal Informatika Mulawarman*, 10(2), 59-64.
<https://fmipa.unmul.ac.id/files/docs/59-64%20mursyid%20GAME%20EDUKASI%20MATEMATIKA%20UNTUK%20SEKOLAH%20DASAR.pdf>
- Zunaidi, A., Natalina, S. A., & Rahmah, R. (2022). Peningkatan Pemahaman Mahasiswa Terhadap Peran Akuntansi PSAK 105 Dan PSAK 106 Di Era New Normal. *PENA ABDIMAS: Jurnal Pengabdian Masyarakat*, 3(2), 63-68.
<https://doi.org/http://dx.doi.org/10.31941/abdms.v3i2.1530411>