

LEARNING INDONESIAN LANGUAGE IN ELEMENTARY SCHOOL: A STUDY OF LITERACY PROBLEMS AND THEIR SOLUTIONS IN STRENGTHENING CHARACTER

1 INTRODUCTION

When hear the word learning, we immediately think about school and lessons. But learning can be done whenever and wherever we are. Learning is a process of activity or experience that provides changes in a more advanced direction and produces permanent changes in knowledge, behavior and personal (O'Hayre et.al, 2016; Gregory, G. H., & Chapman, C., 2012). An action is said to be a learning process if it meets the following criteria: First, the changes that occur must be intentional or conscious. Second, the change is positive for the better. Third, the result of experience is the interaction between individuals and other people or the environment. Meanwhile, the changes caused by maturity cannot be considered as learning. Fourth, the change is effective (Costa, P. T., & McCrae, R. R., 1988; Appolloni, 2022; Giovannella, C., 2022).

Primary education or elementary school is the initial momentum for children to improve their abilities (Andreas, S, 2022). It is from elementary school that they gain learning immunity, according to Yilmaz et.al (2022) which then becomes habits that they will do in the future. So that the role of a teacher is very important to be able to instill good habits for students, how they are required to have competencies which can then improve students' abilities (Sari, D. N., 2021; Wibowo, 2022). One of the skills that are expected to be possessed by students from this elementary school is good language skills, because language is an important capital for humans (Otto, L., & Lumapenet, H., 2022; Ekamilasari, E., & Pursitasari, I. D., 2021). In teaching Indonesian, there are four language skills that must be possessed by students, namely listening, speaking, reading, and writing. These four aspects of language are interrelated with one another (Piniel, K., & Albert, A, 2018).

How a child will be able to tell something after he reads or after he listens. Likewise with writing, writing cannot be separated from children's listening, reading, and speaking abilities, so these four aspects must always be considered to improve students' abilities (Abidin et.al, 2022; Johann, V. E., & Karbach, J., 2020). In general, language is a form of expression which is the basic form of speech or an expression in the form of speech sounds. In addition, language can also be interpreted as a means of communication between humans (members of society) in the form of symbols of speech sounds produced by human speech tools (Martins et.al, 2021; Puspitarini, Y. D., & Hanif, M., 2019)..

Indonesian as a national identity plays a very important role in maintaining the integrity and sense of unity of Indonesian citizens (Fatmawati, E., 2021; Keraf, 2019). Indonesian acts as a glue of togetherness to disguise the points of difference in this pluralistic nation. Therefore, learning Indonesian is very important to form the next generation of a united and sovereign nation. The following is a brief description of the nature of learning Indonesian (Hermita et.al, 2019; Rusli et.al, 2020; Djwandono, P. I., 2019; Handayani, F., & Lestari, W., 2019).

Indonesian language learning is directed at increasing the ability of students to communicate in Indonesian properly and correctly, both orally and in writing, as well as fostering an appreciation of the work of Indonesian human literature (Darsana, I. M., & Sudjana, I. M., 2022; Haseeb et.al, 2020). an effort to direct students so that they are skilled at communicating in Indonesian (Muhsyanur et al., 2022), both orally and in writing, as well as in both formal and informal situations (Folkeryd et.al, 2019; Park, J. J., & Schallert, D. L, 2019; Brevik, L. M, 2019).

In addition to being skilled at communicating, students are expected to have an appreciative attitude towards Indonesian literary works, linguistic figures, teachers, and fellow students. The

goal, of course, is to plant the seeds and develop a sense of nationalism towards the Indonesian nation and state, which in turn will make the Unitary Republic of Indonesia a united, sovereign, just, and prosperous nation.

Indonesian has a very important role in our lives. In Indonesia, there are many kinds of regional languages such as; Javanese language, Sundanese language, Madurese language,

Minangkabau language, Malay language, Balinese language, Batak language, Aceh language and so on. For example, Indonesian is called the national language when we want to communicate with Javanese people but we can't speak Javanese, it's enough that we communicate using Indonesian. Indonesian is also a unifying language. Indonesian is called a unifying language. This is because the presence of Indonesian can be accepted by all audiences from cities, villages, officials, upper classes, lower classes, men, women, adults, teenagers and small children.

Indonesia is a country that has a variety of languages in each region. For this reason, Indonesian will unite these language differences which will help in conveying the meaning to be conveyed and what is being received. Language plays an important role in human life because language is a tool of human communication in everyday life. With language, a person can convey ideas, thoughts, feelings to others, both orally and in writing. Of course, it is not easy to communicate in good, correct, and polite and standard Indonesian. To achieve all that, must go through a learning process. Therefore, learning Indonesian is very important for us, especially for the next generation of the nation who will be responsible for their country.

2 LITERATURE REVIEW

Indonesian Language Curriculum in Elementary School

According to Higuera et.al. (2020), as part of the effort to restore learning, the Independent Curriculum (previously referred to as the prototype curriculum) was developed as a more flexible curriculum framework, as well as focusing on essential materials and the development of students' character and competencies. The main characteristics of this curriculum that support learning recovery are (1) project-based learning for soft skills and character development according to the profile of Pancasila students (2) focus on essential material so that there is sufficient time for in-depth study of basic competencies such as literacy and numeracy, (3) flexibility for teachers to carry out differentiated learning according to the abilities of students and make adjustments to local contexts and content (DeRoche, E. F., & Williams, M. M., 2001).

Literacy in Elementary School

In this era of globalization, a teacher must be able to be a role model for students in terms of liking to read. Because with the teacher's example, such as reading a lot in the school library or reading a lot in the teacher's room, it can cause students' interest in reading. Students usually tend to see, observe and imitate every behavior carried out by a teacher. This literacy culture is very closely related to the world of education, some even say that literacy culture cannot be separated from the world of education. Mastery of literacy is an important indicator to improve the achievements of the younger generation in achieving success. According to Lerner (1988:349), the ability to read is the basis for mastering various fields of study. If a child at the early school age does not immediately have the ability to read (Asri et.al, 2021; Rakhimovich, F. J., & Ibrokhimovich, F. J., 2021), then he will experience many difficulties in learning various fields of study in subsequent classes.

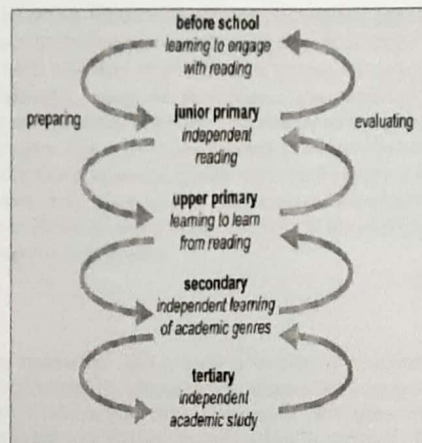


Figure 1. Flow of Literacy Development in Indonesian Language Learning in Elementary Schools

The urgency of literacy has started to become a controversial issue in Indonesia after the publication of literacy data by UNESCO (United Nations of Educational) the reading interest index in Indonesia only reached 0.001% (Zaenudin, A., 2022). That is, in every thousand people, there is only one person who has an interest in reading and writing. People in Indonesia on average read only one book per year. This condition is very sad compared to residents in other ASEAN member countries, Indonesia only reads two to three books a year. This figure is inversely proportional to when compared to Americans who are accustomed to reading ten to twenty books per year. then, Japanese citizens read ten to fifteen books per year our literacy rate is also only ranked 64th out of 65 countries surveyed (Kohar, D., 2022; Babatunde, O. K. (2021).

Indonesia itself sees this phenomenon as a challenge for every educational institution in Indonesia, especially universities, so that they can mobilize the literacy spirit that is started by students first. Students are considered capable of pioneering the literacy movement in Indonesia (Hartaty et al, 2022; Ahmad, I. F., 2022), but the fact that is very sad is that the reading level of Indonesian students only ranks 57 out of 65 countries. This condition has never been an important discussion at the level of political and economic point of view so that it becomes a separate concern for educational institutions, which see the level of intelligence of the community through the spirit of literacy (Amalia et al, 2021; Sulistyowati, R., 2021)..

Basically, students are the pioneers of the movement of a nation from all fields, both in the economic, cultural, religious and even educational sectors so that supporting scientific capabilities and student skills is the duty of the State itself, every country has now prepared solutions for new challenges, especially for students who are in the midst of technological advances and a culture of liberalism that can interfere with psychomotor and psychological development for students. Currently, students are considered to be very fragile egg shells, not to mention the recent cases that indicate a crisis of morality and a crisis of understanding of spirituality that has led to various acts of criminalization, alcohol, drugs, narcotics and even sexuality.

The main cause of the morality crisis is the lack of attention to literacy activities (Martínez et al, 2021; Calear et al, 2021), in fact students have been able to provide a stimulus to weigh the good and the bad about something. However, activities that are less useful are the main cause of the increasing number of criminalizations each year for students today. To compensate for these activities, literacy is needed as a basic understanding and also as basic knowledge that refers to positive things (Ali, B. J., & Anwar, G., 2021; Rasoolimanesh et al, 2021; Ricci, R., Battaglia, D., & Neirotti, P., 2021).

At the same time, higher education institutions based on Islamic boarding schools throughout Indonesia, which are also the oldest educational institutions (Budiyanti et al, 2021; Efendi, N., 2021), have carried out various methods to overcome the condition of lack of interest in reading and writing in students, through building a literacy spirit and facilitating facilities and infrastructure for literate students. How not, the problem that is happening now is that the majority of pesantren graduates still have not achieved minimal competence in the cognitive and psychomotor domains (Park et al, 2021; Karoly et al, 2022; Adigun et al, 2021). This problem is due to a lack of attention to things that clash with reading and writing routines, not to men-

tion that students have a lot of responsibilities that must be immediately addressed completed as a student as well as a student (Choi et.al, 2021; Rukhsana et.al, 2021; Pujianto et.al, 2021).

Talking about the world of student affairs cannot be separated from his responsibilities known as the Tri Dharma of Higher Education, namely the three basic responsibilities of Education and teaching, Research and Development and Community Service. Education is certainly obtained by students during the lecture phase for approximately four to five years, research is an analytical training process carried out by students to complete their lecture assignments, usually in the form of papers, journals or theses, and the last is student service to the community which must be multifunctional according to the level of diversity in the community's concerns over the social problems they get, such as the implementation of KKN (Real Work Courses) or PPL (Field Experience Programs).

3 METHOD

In this study, the researcher used a qualitative type of research. Qualitative research is research that intends to understand the phenomenon about what is experienced by the research subject, for example behavior (Jensen et.al, 2012; Usharani, M., & Gopinath, R., 2021) , motivation, perception by way of description and utilizing various scientific methods. The approach used is a qualitative descriptive approach. According to Moleong (2005) states that the qualitative descriptive approach is an approach that produces descriptive data in the form of written or spoken words of people and observed behavior. Qualitative research aims to describe phenomena that occur in the field.

This research will describe the School Literacy Movement on reading skills students of several elementary schools in Indonesia. In this study, researchers as data collectors on the implementation of The School Literacy Movement which includes the implementation process, supporting factors and obstacles in the School Literacy Movement program. The presence of researchers is very needed to collect data related to the implementation of the Literacy Movement School.

In the research conducted, it requires data sources that can provide information to facilitate the implementation of research. Data source from the research are as follows. Firstly, principal. The principal has a very important role in implementing School Literacy Movement (Mumpuni et.al, 2021). The principal at SDN Kauman 2 is a person most responsible as well as a role model in the implementation School Literacy Movement in order to achieve a literate learning.

Secondly, Class Teacher. In addition to the principal, the teacher also has a very important role in the implementation of the School Literacy Movement. Class teacher as giver services in the process of implementing literacy. In this research, what will be the source of the data is the 3rd grade teacher. The data source that can be obtained from the class teacher are student characteristics, student conditions, and also evaluation in the implementation of the GLS.

Thirdly, Student. Students are implementers and also producers of products in implementation GLS. Students have the most important role in running and maintaining all matters related to GLS in order to be carried out properly. The research instrument of qualitative research is the researcher himself, but researchers also need guidelines in collecting data. The guidelines used in this study are interview and interview guidelines observation guidelines.

4 DISCUSSION

Curriculum development becomes very important in line with the continuity of progress in science, technology, and arts and culture as well as changes in society at the local, national, regional and global levels in the future. These various advances and changes gave birth to internal and external challenges in the field of education. Therefore, the implementation of the 2013 Curriculum is a strategic step in facing globalization and the future demands of Indonesian society.

The results of further analysis for the PIRLS study showed that the questions used to measure students' abilities were divided into four categories, namely: 1) low measuring ability to knowing level, 2) intermediate measuring ability to applying level, 3) high measuring ability to leveling level of reasoning, and 4) advance measures the ability to the level of reasoning with incomplete information.

In this regard, it is necessary to take steps to strengthen the material by re-evaluating the scope of the material contained in the curriculum by eliminating material that is not essential or irrelevant for students, maintaining material that is in accordance with the needs of students, and

adding material that is considered important in the curriculum. international comparison. Research data were collected and analyzed descriptively qualitatively to search and organize data systematically. In this study, researchers tested the validity of the data using triangulation. The triangulation used is technique triangulation and source triangulation. On in practice, researchers use data from interviews, observation, and documentation.

Learning Indonesian in the Independent Learning Curriculum (MB)

Text is a language unit that contains contextually complete meanings, thoughts, and ideas. The text does not always take the form of written language, as is commonly understood, for example the Pancasila text which is often read during ceremonies. The text can be written or spoken, even in multimodal, the text can be in the form of a combination of spoken or written text and images/animations/films.

The text itself has two main elements, namely the context of the situation and the cultural context. The context of the situation with regard to the use of language in which there is a register (Fitriani, Y., 2021) behind the birth of the text, namely the existence of something (messages, thoughts, ideas, ideas) to be conveyed (field); the target or participant addressed by the message, thought, idea, or idea (tenor); and the language format used to convey or package the message, thought, idea, or idea (fashion). Related to the language format, texts can be expressed in various types for example descriptions, reports, procedures, explanations, expositions, discussions, narratives, adventure stories, anecdotes, and others.

The second context is the context of the situation and the cultural context of the speech-language community in which these types of texts are produced. The context of the situation is the closest context that accompanies the creation of the text, while the social context or cultural context is more institutional and global. The structure of the text forms the structure of thinking, so that in every mastery of a certain type of text, students will have the ability to think according to the structure of the text they master. With a variety of texts mastered, students will be able to master various structures of thinking. In fact, one particular topic can be presented in different types of text and of course with different thinking structures. Only in that way, students can then construct their knowledge through the ability to observe, question, associate, analyze, and present the results of the analysis adequately.

In addition, in general, the text can be divided into literary texts and non-literary texts. Literary texts are grouped into narrative and non-narrative texts. The non-literary texts are grouped into factual type texts in which there are subgroups of report and procedure texts and response texts which are grouped into transaction and exposition text subgroups. By paying attention to the types of texts above, including the main elements that must be in the text, through text-based language learning, literary and linguistic materials can be presented.

Implementation of Literacy-Based Indonesian Learning Method

The Indonesian language learning method at the junior high, high school, and vocational school levels consists of four stages, namely: 1) the stage of building context, 2) the stage of text modeling, 3) the stage of making the text together, and 4) the stage of making the text independently. First, building context. The first stage in text-based learning starts from introducing the social context of the text being studied. Then explore the characteristics of the general cultural context of the text being studied and learn the purpose of the text. Next is to observe the context and situation used. For example, in an exposition text, students must be able to understand the role and relationship between people who have dialogue, whether it is between friends, editors and readers, teachers and students, and so on. Students must also understand the media used, whether face-to-face conversations or telephone conversations.

Constructing context through observing the text in its context and asking about various things related to the text being observed. In the context building step, students can be encouraged to understand spiritual values, cultural values, and the goals that underlie the structure of the text. In this process students explore the content of the text and the values implied in it (Huang et al., 2021; Zuo, Y., 2022). Here students can reveal reports of observations for follow-up materials in learning activities.

Activities that can be done in the classroom are: (a) presenting the context. To present a context, various media can be used, including pictures, real objects, field trips, visits, interviews with resource persons and so on, (b) building social goals. To find out social goals, it can be through

discussions, surveys, and others, (c) comparing two cultures. Comparing the use of texts between two different cultures, namely our culture with the culture of native speakers, (d) Comparing the text model with other texts. For example, comparing conversations between close friends, coworkers, or strangers.

Second, modeling. At this stage, students observe the patterns and characteristics of the text being taught. Students are trained to understand the structure and linguistic features of the text. In this step, students are encouraged to increase their curiosity by paying attention to 1) symbols, 2) sounds, 3) grammar, and 4) meaning. Through the analysis of facts and data in the texts they study, students obtain models of affixes, word structures, phrases, clauses, sentences, and paragraphs.

All these things students learn in the context of their use. At this stage students can explore the types of texts they are studying and recognize their characteristics. The process of introduction activities is not the end goal of learning, but as the beginning of activities to develop creativity. At the modeling stage, the teacher can introduce values, social goals, structure, form characteristics, and linguistic characteristics that are markers of the text being taught. The activities that students do at this stage are students are asked to read the text, ask questions about the meaning of the text, label the text, group discussion.

Third, composing text together. In this stage, students begin to understand the whole text. The teacher slowly begins to direct students to be independent so that students master the text model being taught. Activities that can be done in class include discussing the type of text, completing the gap text, creating a text framework, conducting self-assessment or peer assessment, and playing puzzles. Students use the results of exploring text models to build texts by collaborating in groups. Through this activity, it is hoped that all students can gain experience in creating texts as a basis for developing individual competencies.

Fourth, compose text independently. After going through the first stage to the third stage, students already have knowledge about the text model being taught. Students begin to have sufficient ability to create texts that are similar to the text models being taught. In this stage, students begin to be independent in working on texts and the teacher's role is only to observe students for assessment. Activities that can be carried out in this stage include (a) To improve listening skills, students respond to spoken texts, underline texts, answer questions, and so on. -other, (b) To improve listening and speaking skills, students role-play, do dialogue in pairs or groups, (c) To improve speaking skills, students make presentations in front of the class, (d) To improve reading skills, students respond to written texts, underlining the text, answering questions, etc., (e) To improve writing skills, students make drafts and write the text as a whole.

Teachers as Literacy Culture Development

The teacher's role in the learning process in schools must be interactive, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students.

Text-based Indonesian language learning is carried out by applying the principle that (1) language should be viewed as a text, not merely a collection of words or linguistic rules, (2) language use is a process of selecting linguistic forms to express meaning, (3) language is functional, namely the use of language that can never be separated from the context because the form of language used reflects the ideas, attitudes, values, and ideologies of its users, and (4) language is a means of forming human thinking abilities (Chan et al, 2021), and ways of thinking like that, realized through the structure of the text.

Based on this principle, the teacher's role is to make students love reading and writing at school and at home. The more types of texts mastered by students, the more structures of thinking they can use in their social and academic life later. Only in that way, students can construct their knowledge through the ability to observe, question, associate, analyze, and present the results of the analysis adequately.

The teacher as a multifunctional figure needs to apply values by setting an example, building the will, and developing the creativity of students in the learning process. The teacher's example in school culture is an example for students, for example the teacher enters the class not late, the teacher teaches in an interesting and fun method, the teacher respects the opinions of students, the teacher is honest in providing authentic assessments (not favoritism), the teacher likes to read which is characterized by good teacher insight and knowledge.

One of the good school cultures can be shown by the existence of cooperation between teachers of different subjects. For example, Indonesian language teachers can collaborate with science or social studies teachers in learning to write scientific reports. A close and harmonious relationship between teachers can be observed and felt by students. This encourages the relationship between students and teachers to be well established. Likewise, the relationship between new students and old students is well established so that forms of violence can be avoided.

A good school culture can also be observed from the interaction between the school and the community and parents. Good cooperation between schools and the community can be realized through the success of school programs so that the school can continue to exist.

5 CONCLUSION

Through text-based Indonesian language learning in the MB Curriculum, students are expected to be able to produce and use texts according to their social goals and functions. Indonesian is taught not only as knowledge of the language, but as a text that serves to become a source of self-actualization for its users in an academic socio-cultural context. Text is seen as a language unit that is contextually meaningful.

The Indonesian language learning method at elementary school levels consists of four stages, namely: 1) the context development stage, 2) the text modeling stage, 3) the joint text-making stage, and 4) the independent text-making stage. In connection with changes in the content of Indonesian language learning materials and methods in the MB Curriculum, teachers need to upgrade their knowledge and improve their competencies in accordance with the demands of the curriculum and the challenges of the times.

Regulation of the Minister of Education and Culture (Permendikbud) Number 21 of 2015 concerning the Growth of Character, discusses various activities to foster character in students. Based on this, the Literacy Movement is a movement that aims to foster students' reading habits and motivation to be able to cultivate character through reading books.

Talking about reading, nowadays it is rare for teachers to teach their students to read the material to be delivered first. A teacher in delivering learning is usually only guided by the Learning Implementation Plan (RPP) and Syllabus, which are considered as a guide to the learning process. There are even teachers who only rely on Student Worksheets (LKS) as a source of learning without paying attention to student needs. One of the spirit of the Independent Curriculum is to provide space for teachers to determine appropriate assessments for students in their schools. By returning the evaluation of student learning outcomes to the teacher, the teacher can be more flexible and innovative in determining the evaluation of learning outcomes.

In addition, the evaluation of learning outcomes during the current Covid-19 pandemic is not only for the assessment of grade promotions, but can also be designed to encourage meaningful learning activities and strengthen life skills education. However, what is currently happening is that there are still many questions asked about what can be used as report cards, what is the percentage of each assessment component, how to process and others. Seeing this, the Directorate of Elementary Schools considers it necessary to hold a webinar related to the management of learning outcomes assessment, especially in elementary schools

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