

Strengthening Literacy Read Write Count (SICALISTUNG) for Children of Yeflio Tourism Village

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Abstract

The purpose of this service activity is to increase interest in reading, enthusiasm for learning, understanding in recognizing letters and improving the reading and counting skills of the Yeflio village children. This activity was carried out in Yeflio village, Mayamuk District, Sorong Regency, Southwest Papua Province. Participants who took part in this community service activity were children of pre-school age, elementary school age, and junior high school. Participants in this community service activity totaled 50 children, with 33 girls and 27 boys. The implementation of this activity was carried out using several reading guidebooks and arithmetic books as well as reading, writing and arithmetic learning media that were made. The activities were carried out for 16 meetings from 23 August to 15 September 2022 every Monday to Thursday at 15.00. 00 to 17.00 WIT. The learning process is carried out both classically and in groups according to the abilities of the participants. Data collection was carried out by means of observation and tests, data on the results of activities were analyzed using descriptive statistics. The results of the community service activities concluded that there was an increase in literacy skills in reading, writing, arithmetic (SICALISTUNG) in activity participants with details of an increase in the number of participants who already knew letters by 4 out of 8 participants or 8%, and fluent reading by 16 people or 32%. In writing literacy, the increase occurred in participants who wrote fluently by 4 people (16.7%) and participants who could not write decreased to only 1 person out of 6 people or 8.3%. In the numeracy literacy program there was also an increase in the average score from 14 to 42 in the addition and subtraction program.

Keywords :Literacy Read Write Count (SICALISTUNG), Yeflio Tourism Village.

INTRODUCTION

Yeflio Village is located in the Mayamuk District, Sorong Regency, West Papua Province. Yeflio Village is located in Makbalim Village and is a seacoast area which is separated by a river from the mainland of Sorong Regency. Yeflio Village is divided into 4 RTs and 2 RWs and has an area of approximately 261.03 Ha and is a tourist area. Yeflio Village is included in a remote area in the Sorong Regency Region, the people in Yeflio Village consist of the majority of the Moi ethnic group and some non-Papuan people. The majority of people's livelihoods are fishing and gardening.

As a village located in a remote area, Yeflio Village does not yet have adequate infrastructure such as educational facilities, Yeflio Village only has early childhood and elementary school levels. The teaching staff in Yeflio village are still very inadequate. At the elementary school in Yeflio village, they only have 6 teachers. These teachers are not always present at school, this obstacle also hinders them from learning. The school building facilities at the YPK Imanuel Yeflio Elementary School are still very minimal. They only have 3 buildings whose functions must be divided so that students can study well. In addition to inadequate educational facilities, the educational process in Yeflio village has not been properly implemented due to several causal factors, including the lack of teaching staff, as well as the implementation of the learning process that does not meet standards. This

condition is thought to be the cause of the low ability of pre-school or school-age children in terms of reading, writing and counting.

Literacy is a basic ability that must be possessed by students from an early age. This literacy ability is the ability to read and write. This ability will later become a provision for children to be able to use it in everyday life. However, the low interest in public literacy is one of the problems that is currently happening in the world of Indonesian education today (Zati, 2018).

Literacy to read and write is the ability to read, write, search for and process and understand information (Hijayati, 2022). Through literacy, children will be able to understand and solve the problems they face because they receive new information from reading. however, not all educators are able to make media to improve children's literacy skills (Yualita & Latifah, 2021). From the results of observations and interviews in Yeflio village, data was obtained that out of 50 literacy participants in Yeflio village children, 8 people (16%) did not know letters, 18 people (36%) still read by spelling, and the remaining 24 people (24%)) is still not fluent and still stuttering. The low literacy and numeracy skills (SICALISTUNG) in children can occur due to internal and external factors, which are partly due to the lack of parental supervision in paying attention to children's study hours when in fact, the role of parents is very important in order to guide and educate their children to be diligent in reading and studying which will certainly lead them to success (Eprilia, & Prasetyarini, 2011); (Pratiwi, & Ruhaena, 2017); (Mulyono, et al, 2022). In general, the literacy culture of the Indonesian people is still very low, so that it has implications for the lack of development of national independence (Lailam, Yunita, Andrianti, & Asas, 2022).

Literacy is not only individual abilities and skills in reading but also the ability to write, speak and count (Restiawati et al, 2021). Reading and writing are one of the basic types of literacy. Basic Literacy, is a person's ability and understanding in speaking, reading, writing, counting and listening related to the ability to analyze information in drawing conclusions. So it is important to teach and develop literacy skills to read and write to children from an early age so that children have good literacy skills, good communication skills, and think critically and creatively (Rahman et al, 2021); .

As part of children's language development, reading is an important skill in children's learning at school (Sinaga et al, 2021). Reading skills are needed to enter the level of education at the elementary school level. The ability to read is interpreted as the ability to recognize letters or characters, sound letters or series of letters (words), and understand the meaning or intent of words and readings (Carroll et al, 2011).

METHOD

Activity Participants

The participants who were the targets of the SICALISTUNG activity were village children of pre-school age, elementary school age and junior high school, totaling 50 children, with 33 girls and 27 boys. With an average ability of not knowing letters, reading is still spelling, and still stammering in reading, and writing and counting skills are still low. Apart from that, on average, Yeflio village children have not been able to master how to count correctly, most of them are only able to add up numbers under direct guidance from tutors. However, after the learning activities were carried out, the Yeflio village children were better able to distinguish how to calculate between addition, subtraction, multiplication and division. With the implementation of the literacy program, the social impact that is expected to occur in the lives of Yeflio village children is being able to read, write and count so that when they take the exam to a higher grade they are able to adjust and they have a higher enthusiasm for learning so that can achieve their goals.

Activity Method

The SICALISTUNG method is carried out by conducting classical and group learning, as well as individual assistance. The grouping of participants is based on the participants' basic abilities not based on class at school. Learning in groups is guided by each assigned tutor in the form of guidebooks for reading, writing and arithmetic books as well as media made by the volunteers themselves.

Activity Steps

The SICALISTUNG activities are carried out through steps like the flowchart in Figure 1:

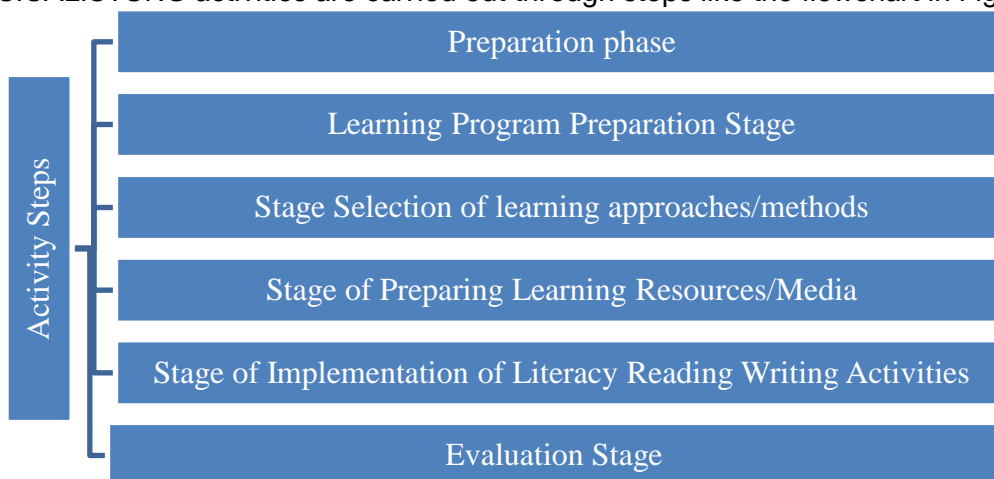


Figure 1. Flowchart of activities

Preparation phase

At this stage it was carried out through activities in the form of collecting information related to literacy skills in Yeflio village children. In this activity, data was collected on the number of children of pre-school age and school age.

Learning Program Preparation Stage

The next stage is to prepare an early learning program, by working together to find learning topics in accordance with the data that has been collected before. Also at this stage, administrative needs for activities in the form of attendance and learning syllabus are prepared. The learning program is adapted to the conditions of the Yeflio village children to support the smooth running of learning activities and the achievement of program objectives.

Stage Selection of learning approaches/methods

The learning approach and method chosen were based on the needs of the Yeflio village children as activity participants. As an initial stage, a communicative approach using the question and answer method and simulations related to CALISTUNG's abilities. Furthermore, the selection of approaches and methods is based on the situation and conditions of learning activities.

Stage of Preparing Learning Resources/Media

Learning resources and learning media are one part that should not be forgotten in this activity. Growing an interest and interest in learning for the Yeflio village children is of course one of the things that needs to be of concern to the team. Therefore, through the creation and selection of sources and learning media, it must be done as attractively as possible. The team will work together to provide interesting learning media to help improve the reading, writing and arithmetic abilities of the Yeflio village children. Learning resources available around will also be used, such as printed textbooks for elementary and high school children.

a. Stage of Implementation of Literacy Reading Writing Activities

The SICALISTUNG activity process is carried out every Monday to Thursday at 15.00-17.00 WIT, at this stage activities are carried out according to the program that has been

planned. Namely carrying out SICALISTUNG both classically by conducting simulations and practice as well as debriefing, then accompanying participants in groups or individually.

Evaluation Stage

Learning evaluation is carried out every weekend to see the development of each child's SICALISTUNG ability and to find out the initial and final development of the Yeflio village children, the final evaluation is carried out at the end of the fourth week meeting through the SICALISTUNG test.

RESULTS AND DISCUSSION

The literacy literacy program that was carried out ran smoothly thanks to the support of various parties, especially the YPK Imanuel Kampung Elementary School and the parents of the Yeflio village children and the Yeflio village community. It can be described in the implementation of the activity that during the implementation of the program, the children of Yeflio village as activity participants participated in the activity with great enthusiasm, starting from the initial introduction to literacy activities to learning activities.



Figure 2. Guidance in groups



Figure 3. Classical Guidance



Figure 4. Documentation of hand washing activities



Figure 5. The enthusiasm of the SICALISTUNG participants

The SICALISTUNG activity was carried out for four weeks or 16 meetings, the results of the evaluation of the attendance of the activity participants obtained data that, the children participating in the activities were very disciplined in participating in the activities, this can be seen at every meeting the children always attended before the activity started and every activity only 1 or 2 participants were absent due to illness or permission.

The results of the evaluation in general can be described that during the implementation

of the SICALISTUNG activities for children in Yeflio Village, there was an increase in the participants' interest and abilities which are described as follows:

- The children of Yeflio Village are more enthusiastic about learning to read, write and count.
- Children who were still stammering in terms of reading became more able and fluent in reading
- Children who previously were less proficient in counting lessons such as multiplication, division, addition and subtraction became more understanding and able to differentiate in terms of calculations.
- SICALISTUNG's interest and motivation for the children in Yeflio village is increasing.
- Increase the knowledge of Yeflio village children about the importance of washing hands and maintaining cleanliness.

The data related to the implementation of SICALISTUNG can be reviewed in Figure 1.

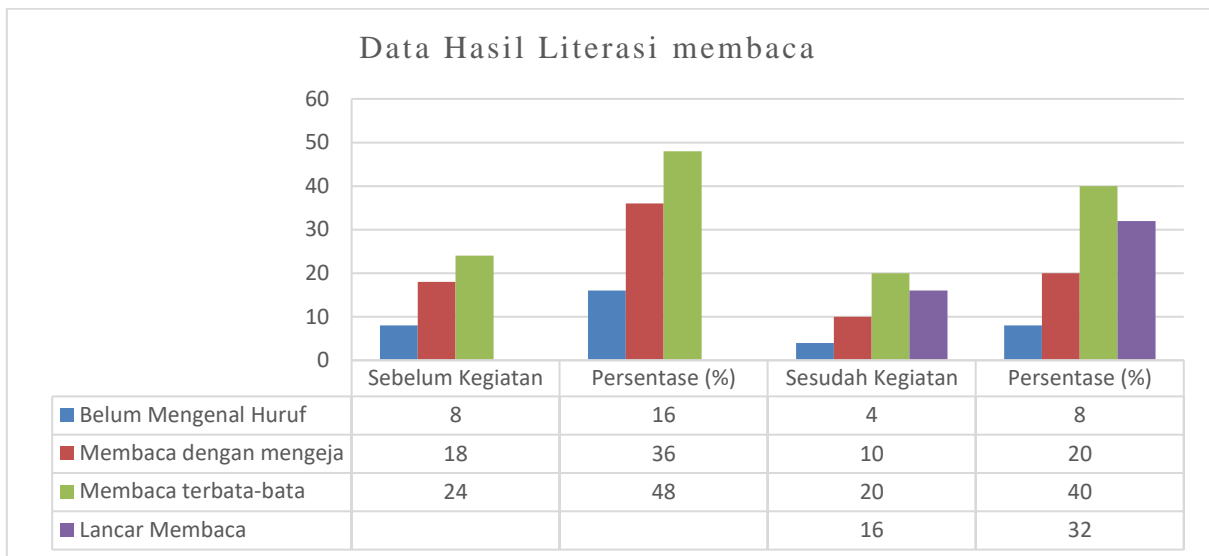


Figure 6. Results of data analysis on reading literacy results

The results of the data analysis are in Figure 6. It can be concluded that there was a decrease in the number of participants who did not know letters from 8 people (16%) to only 4 people or 8%. There was an increase in the number of students who read fluently from none who could read fluently to 16 people who could read fluently or 32%.

The results of the analysis of writing literacy data can be examined in Figure 2.

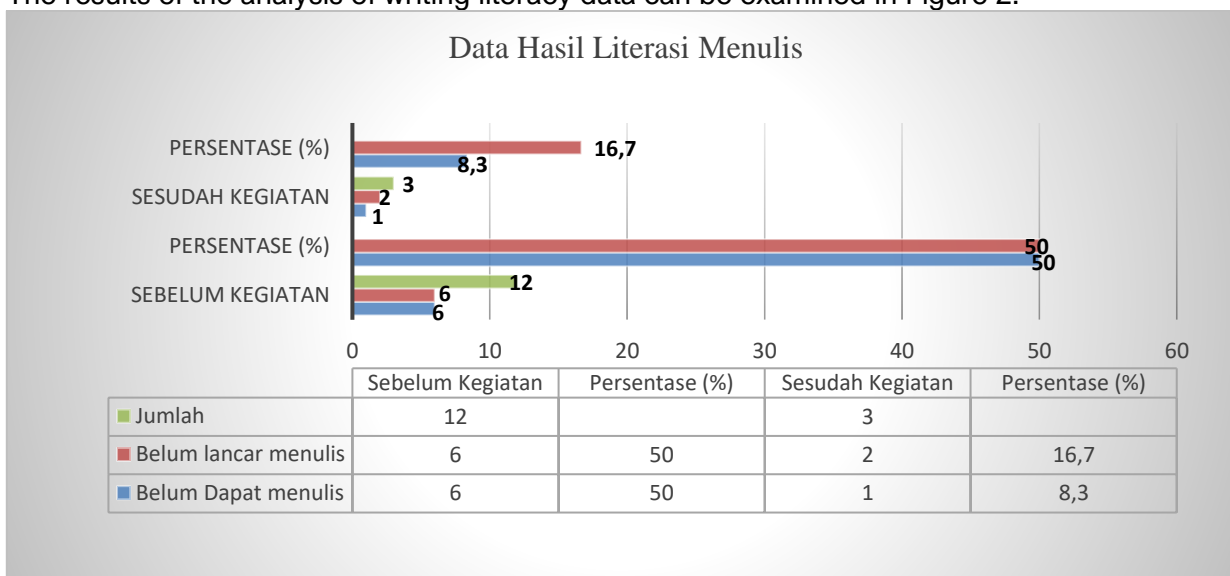


Figure 7. Results of data analysis on writing literacy

Figure 7, explains that the number of participants in writing literacy activities totaled 12 participants, with each of the six children who were not fluent in writing and could not yet write. After carrying out the activities for 16 meetings there was a decrease in the number so that only 1 participant (8.3%) was unable to write and only 2 (16.7%) participants were not fluent in writing.

The results of subsequent data analysis related to numeracy literacy can be seen in Figure 3.

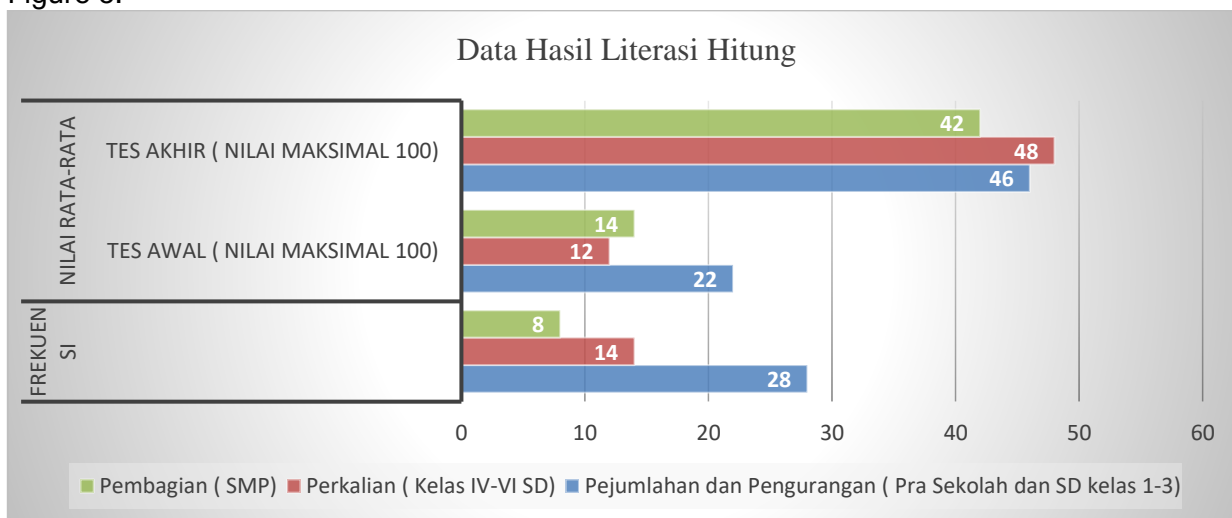


Figure 8. Results of data analysis on calculating literacy results.

Figure 8, describes the number of participants who took part in the numeracy literacy program, adding and subtracting totaling 28 participants, multiplication totaling 14 participants and division totaling 8 participants. The results of data analysis during the initial and final tests showed an increase in the average score from 14 to 42 in the addition and subtraction program, an increase of 36 in the multiplication program and an increase of 28 scores in the division program from an initial score of 14 to 42. on the final test.

In line with the analysis of data on reading, writing and arithmetic literacy results in the SICALISTUNG activity, it can be concluded that there was an increase in the ability of participants in all programs. By increasing children's reading, writing and arithmetic skills, this is very helpful for teachers in teaching children about reading, writing and arithmetic (CALISTUNG), helping to ease the burden on parents in teaching reading, writing and arithmetic (CALISTUNG) to their children in house (Niken Lestari, et al, 2023). In line with this, by carrying out CALISTUNG assistance to children outside of school hours, there is an increase in understanding and learning activities that can help them while studying at school as well as to educate the nation's life and increase activity while studying at school (Boyani, NM, et al, 2022); (Trisnawati & Sundari, 2019); (Setyo, 2019). Increasing literacy skills which is one of the 21st century skills, it can help students solve future challenges (Setyo, Arie Anang & Layn, 2019)

CONCLUSIONS AND RECOMMENDATIONS

The implementation of this community service activity ran smoothly and there was an increase in literacy skills in reading, writing, arithmetic (SICALISTUNG) in activity participants with details of an increase in the number of participants who already knew letters by 4 out of 8 participants or 8%, and 16 people or 32 people who were fluent in reading %. In writing literacy, the increase occurred in participants who wrote fluently by 4 people (16.7%) and

participants who could not write increased to only 1 person or 8.3%. In the numeracy literacy program, there was also an increase in the average score from 14 to 42 in the addition and subtraction program, there was an increase of 36 in the multiplication program and an increase of 28 scores in the division program from an initial score of 14 increasing to 42 in the final test.

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