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LITERACY ACTIVITY TO ELEMENTARY SCHOOL TEACHERS

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Abstract: Information era is identic with literacy era that discribe the ability to communicate, to interact, to actualize both spoken and written language. Literacy is an ability of someone to do the skill of language: listening, speaking, reading, and writing to communicate in the different ways according to its purpose. Language is a tool of communication that need to be mastered of all the people of the entire world. The ability to communicate one to another can create the better condition in life for young children as well as adult. To make the young children to interact well among them, the elementary school students need much more vocabularies. The students can find the vocabularies from various ways but literacy activity is the best way. The purpose of the literacy activity is the elementary school teachers be a good model and motivator in interacting to students with peaceful condition in and out of class. To reach this purpose, the teachers need to know, to master, to love, to have any kinds of strategies how to implement the activity of literacy skill to the students as basic of communication and interact to others. The ability of literacy skill of the students influences the ability of mastering the text both spoken and written and even in predicting the visual one. That is why the improvement of literacy should be done as whole: listening, speaking, reading, and writing through the various kind of story books for children with appropriate strategy. The key to reach this goal is the teachers, so they have to be trained how to implement the literacy skill to students. After trained the teachers have to show that they can implement the literacy skill to the students. The students start the literacy activity with reading the story books, retell the story to others while they are listening, and the last one is rewriting the story by using their own words. They also can discuss the story and create the the other one based on the text they have already read and discussed.

Key words: literacy skill, elementary school teachers

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1. INTRODUCTION

Literacy activity is one of the government programs that must be carried out by basic education units in the whole country of Indonesia. Literacy activity can help elementary school teachers recognize, understand and accept the students' characters related to several things, namely: the level of intelligence and talents of students, initial achievement, physical development and health, ideals, attitudes, interests and hobbies, social habits and family settings, and special characteristics and personal problems of students. By understanding the character of the students, the teacher has more skills in carrying out literary activity that are suitable for the students.

Literacy activities in all elementary schools in Indonesia, specifically at SD GMIM 140 Pineleng, have not been implemented optimally. There are three elementary schools in Pineleng village, and this school is one of them. This school is a private school under the GMIM Foundation which has the fewest students compared to the other 2 schools. This school has 156 students in 6 classes and 7 teachers. The building of this school is relatively adequate with the construction of the community of GMIM Kalvary Pineleng. With a fairly adequate building, 7 rooms and 1 teacher's room, it should be able to attract parents to send their children to school, but instead choose other schools.

The results of interviews with parents found that they preferred to other schools because some of the teachers in this school did not teach well, there were teachers who did not become good models for students, and the teachers rarely read stories to lowgrade students. The results of observations and interviews with teachers found that teachers lacked the right strategy in carrying out literacy activity in the classroom, the teacher had not become a model in literacy activity for students, and books in the library with one room with grade four were very limited. The available books are temporary textbooks but national folklore books, spiritual stories, and other popular stories that actually attract students to read are not available. The results of observations and interviews with several students found that most students were less interested in storytelling, reading, and writing activities as a characteristic of literary activities. The students gave different reasons, but there were four main reasons, namely: literacy activity carried out by the teacher were not interesting, the teacher did not give good examples for literacy, the teacher did not ask students to read storybooks but textbooks, and play with friends or games on mobile phones are more fun than literacy activity. The learning process that requires integration with literacy activities in the classroom is hardly done because the teacher lacks the strategy to implement it with a very simple reason: the school did not provide story books to be read by students. Then the learning process is carried out by the teacher in accordance with the design he made without including literacy activities that should be carried out. Adequate classroom, there is a simple library room, there are textbooks, and a school yard that should be the basic factors for teachers to carry out literacy activities in schools.

The 2011 Progress International Reading Literacy Study (PIRLS) test that evaluates fourth grade students' reading ability puts Indonesia in the 45th rank out of 48 participating countries with a score of 428, below the 500 average score (IEA, 2012). Meanwhile, a survey evaluating the ability of 15-year-old learners was carried out by the Program for International Student Assessment (PISA) which included reading, mathematics and science. Indonesian students participated in the 2009 and 2012 PISA, both of which were participated by 65 participating countries. Especially in reading ability, Indonesia, which was originally in PISA 2009, was ranked 57th with a score of 396 (OECD average score of 493), it turned out that in 2012 PISA's rank decreased, which was ranked 64th with a score of 396 (average score OECD 496 average (OECD, 2013). This data is in line with the findings of UNESCO (2012) regarding the reading habits of the Indonesian people that only one in 1,000 Indonesian people read.

After identifying the existing problems, the teacher becomes a key person in improving literacy skills in elementary school. Teachers who must control all activities in the school, such as: learning activities, models in reading, interacting, and acting, as well as extra-curricular activities. The one way to develop this school is the teachers must be trained to recognize and to use the suitable strategies in carrying out literacy activity for students so that they can compete with other schools as well as increase the reading interest of students.

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No	Component	Activities		
		Reading Habit Stage	Develop Stage	Instruction Stage
1	Basic Literacy	Read fifteen minutes before the learning activities begin	discussing the reading material	writing the analysis toward what they read
2	Library Literacy	look for interest library references that have to read for 15 minutes	using the library as an information center to discuss reading discourse	include a bibliography in each subject's assignment report
3	Media Literacy	read news from print or online media in a 15-minute reading activity	discussing the news from print or online media	make the community of learning, discussing and sharing information related to understanding of subjects between friends, teachers, and schools
4	Technology Literacy	Reading the electronic book	giving the comment towards the electronic book	each subject uses technology (computing, searching, and sharing) in processing, reviewing and reporting the results of activities
5	Visual Literacy	reading movies or short advertisement	discussing movies or short advertisement	use a video or film application in presenting and reporting activities, discussion and observation through the school's website or youtube

Based on the analysis of the situation as described earlier, the problem can be formulated as follows: 'How to implement literary activities so that teachers of elementary school GMIM 140 Pineleng know, love, and carry out literary activities for their students?'

The purpose of this devotion is: (1) Providing wider knowledge and perception to the teachers what and how the literary activities. (2) Providing knowledge and skills about literary activities for teachers to be able to carry out it for students (3) Provide positive contributions in accommodative and quality education services to all students.

The benefits of this devotion are: (1) Teachers can have extensive knowledge and perception about what and how literary activities. (2) Teachers can have clear knowledge and skills about literary activities to be able to implement them for students (3) Teachers love to carry out the literacy activity together with students.

2. METHOD

This training activity was carried out in partnership between the lecturers of Primary Teacher of Education, Faculty of Education, University of Manado and the teachers of elementary school GMIM 140 Pineleng. This activity is held in three days with four hours each day. This activity is carried out in 4 stages: planning, implementing, evaluating, and reflecting.

The detail of activities, are as follows:

Stage of Planning

This stage is carried out after a survey and situation analysis of the location of the activity. There are some activities at this stage, those are: visiting schools, having technical meeting with the principle and all the teachers, discussing the objectives and mechanisms in relating to the implementation of the literacy activity. Then preparing the program of workshop and everything needed, such as collection of tools and materials to be used.

Stage of Implementing Day one: Sharing

The activities in the first day is sharing about literacy activities relate to the School Literacy Movement (SLM) based on the implementation guidelines set by the government on behalf of education and culture department, namely: (1) Habit of pleasant reading activities in the school ecosystem, as a purpose to foster interest towards the book stories and reading activities in school citizens. The growth of reading interest is a fundamental thing to the development of students' literacy abilities. (2) Development of reading interest to improve literacy skill. It is aimed of developing the ability to understand related to the personal experience, critical thinking, and processing creative communication skills through responding to enrichment reading. (3) The implementation of instruction with

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literacy-based learning, is aimed to develop the ability to understand the text and relate it to personal experience, critical thinking, and process creative communication skills through responding to the text both pleasure and pressure reading (textbooks).

The other thing to share is about the component literacy which is started from basic literacy, library literacy, media literacy, technology literacy and visual literacy complete with its activity as is following table:

Day two: Simulation

The activity of simulation is very important to the participants to provide the opportunity to practice to their students in class. All the participants must be focus in this workshop so they are truly mastering as a preparation to apply literacy activities correctly, they have ability to identify the difficulties to be corrected. Simulation steps are as

follows: choose the story book they interest to read, implementing 15 minutes reading activity; deliver text that is read; convey the characters in the text if it's a story; convey the main idea in text; linking with everyday life, both past, and future. Next activity is providing opportunities for sustained silent reading, reading aloud, shared reading, guided reading, book discussion, book review, presentations (show-and-tell presentation).

After reading the story, the teachers have a piece of paper and ask them to fill the form as the below picture:

Name	Title of Story Book	Basic Literacy Activities			
		Reading 15 minutes	Retelling the Story	Writing the 5 best Statement	Good Character
Teacher 1	Be Honest	reading the story for 15 minutes	asking the participant to retell the story with their own words	inform the participant to write the 5 best statement according to the story they read	asking the participant to write good character on the story that have to do

Then all participants were asked to read what they wrote in front of the class as a report of the results of the implementation of literacy activities. This activity aims to make teachers understand correctly how to carry out literacy activities in their class later.

Day three: Evaluating and Reflecting

The evaluation of the participants is very important to do. The purpose of evaluation is to know the extent of the participants' understanding of toward the lesson they have received during the training, both for the theory and practice. Theoretical evaluation is carried out in the form of small group discussion based on the questions given. Each group discussed three questions then reported the results of their discussion while other groups and resource persons could complete them. Practice evaluation is carried out alternately one by one conducting literacy activities for friends in training based on the literacy implementation strategies that have been learned.

Reflection activities are carried out with three objectives, namely: (1) participants can express things that they are not understood about the theory and the practice of carrying out literacy activities. (2) participants can also receive input from their training friends and resource persons to equip those who will implement it in their respective classes with their students. (3) to find out the weaknesses and strengths of activities that have been carried out to determine

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recommendations for the continuity or development of subsequent activities. In other words there is a followup to the same program.

3. RESULT AND DISCUSSION

The results achieved are in accordance with the stated objectives, namely; (1) Participants have knowledge and insights about literacy: That literacy is a language skill that must be mastered by elementary school students; that literacy must be carried out continuously by elementary students to improve their language skills; that literacy must be carried out in elementary school to increase reading willingness; that literacy must be carried out by elementary students to increase their love for various kinds of stories; that literacy must be done by elementary students so that they love their own national culture; that literacy must be carried out by elementary students to improve and build good character based on the characters in the storybook they read. (2) The teacher has knowledge and skills in how to carry out literacy activities in the classroom: that literacy activities for elementary school students must be planned in a planned manner with appropriate strategies according to the guidelines set by the government and elaborate them in a more creative way; that literacy activities must be carried out in a pleasant situation without any element of coercion from the teacher but with attractive direction; that the provision of various story books is a very important factor; that folklore books and legends from various homelands are important to prepare; that the prepared storybook must follow the level of student development, starting from first grade to sixth grade students of elementary school; that literacy activities must involve parents so that they can control the type of storybook students read at home. (3) Make a positive contribution in accommodating and quality education services to all students: that literacy activities in elementary schools are the basis of language skills; that literacy activities in elementary school are the fulfillment of two of the three basic abilities that must be mastered (reading and writing); that literacy activities for elementary students can help them to continue their education to a higher level; that literacy activities in elementary schools help students to communicate with others in a better way because they receive examples from teachers and from the stories they read.

4. TARGET AND OUTCOME

The targets of the implementation of literacy activities for teachers of SD GMIM 140 Pineleng are: Literacy activities must be carried out sustainably; Teachers must be models that can be imitated by students in literacy activities; Teachers have the skills to carry out literacy activities on students according to the guidelines set by the government and develop them in a more creative way; and Teachers must improve their abilities, knowledge, attitudes, and skills in communicating and interacting with students, fellow teachers and others.

Outputs that can be achieved are: Increasing knowledge, understanding, skills and attitudes of teachers in implementing and developing literacy activities; Increasing the knowledge, understanding, skills, and attitudes of teachers in communicating and interacting with students; Improving the abilities, skills and attitudes of teachers as models in literacy activities; Increasing interest in reading and writing for elementary school children; Establishing reading habits and culture of elementary school children; and Improving the character of elementary school children in a better direction

5. CONCLUSIONS

The implementation of community service activities at elementary school GMIM 140 Pineleng was very beneficial for the implementers and participants as elementary school teachers. All participants attended and participated in each activity carried out enthusiastically. Participants have knowledge about literacy, have the right skills and strategies in carrying out literacy activities, and have better attitude and communication skills so that they become role models for students.

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