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Implementation of a Child-Friendly Literature Program in RA Rumah Kreatif Wadas Kelir

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ABSTRACT

This study aimed to identify, explain, and analyze the implementation of a child-friendly literacy program at RA Rumah Kreatif Wadas Kelir. This research used a qualitative descriptive research method with the type of field research. This research data collection used observation, interview, and documentation techniques. The results showed that the implementation of the child-friendly literacy program at RA Rumah Kreatif Wadas Kelir was conducted through; *first*, the activity of borrowing books at the library. This activity is a habit that is carried out every day, and this activity becomes a child-friendly literacy activity. It is indicated by the fact that children are happy to visit the library to borrow interesting books, become fond of books, and have an interest in reading books. In addition, aspects of children's development in the activity of borrowing books are also developed. They include aspects of motoric, social, emotional, and language development. *Second*, read-aloud activity. It is conducted routinely by the teacher. This is a child-friendly literacy activity. It is marked by children having an interest in reading books, loving to be read to, and when people read a book to them, they are very enthusiastic about listening to the story. Furthermore, aspects of children's development in reading-aloud activities are also developed. They include aspects of language development, cognitive, and social-emotional. Therefore, borrowing books at the library and reading aloud became fun activities for children.

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1. INTRODUCTION

Literacy is the basic foundation for early childhood communication. Literacy skills in children at this age are closely related to the ability to read and write (Tabroni *et al.*, 2022). By having literacy skills from an early age, as adults, they can interact well with the surrounding environment. However, in Indonesia, interest in reading and writing is still relatively low. This is a problem in Indonesia (Rodin, 2022). The data presented by the *United Nations Educational Scientific and Cultural Organization (UNESCO)* or the United Nations scientific and cultural education organization in 2012, shows that the Indonesian people only have 0.0001 percent interest in reading. This figure is very far from the average reading index in developed countries which reaches 0.45 to 0.62 percent. This means that out of 1,000 people in Indonesia. It is only 1 person who has the will to read. In line with this, UNESCO, the *United Nations Development Program (UNDP)*, also explained that the adult literacy rate was only 65.5 percent. This figure is very inversely proportional to Malaysia, which has a literacy rate of 86.4 percent. From these data, it can be seen that the cause of the low literacy rate in Indonesia is due to the lack of literacy interest of the Indonesian people (Inten, 2016). It can be seen how important to foster literacy interest in children from an early age is, so that literacy interests in Indonesia continue to grow, children have a high interest in reading, have good writing skills, critical thinking skills, and good communication skills (Nurhayati, 2019).

Literacy is the activity of reading, visualizing, listening, writing, and speaking to understand and use information intelligently and wisely (Imroatus, 2017). that literacy is not only the ability to read and write, more than that the meaning of literacy extends in the form of visual, audio, and computerized dimensions so that it raises cognitive, affective, and intuitive elements (Baceviciute *et al.*, 2021). There are six basic types of literacy, namely: 1) literacy, which is a person's knowledge and skills in reading, writing, searching, processing, and understanding information which can then use information in everyday life, 2) numeracy literacy, namely a person's knowledge and skills to use numbers and symbols related to basic mathematics, 3) scientific literacy, which is a person's knowledge and skills to be able to identify questions, explain scientific phenomena, 4) digital literacy, which is a person's knowledge and skills to understand and use information in various forms and various sources accessed through computers, 5) financial literacy, which is a person's knowledge and skills to apply to understand of concepts and risks, and 6) cultural and civic literacy, which is a person's knowledge and skills to understand and behave towards culture Indonesia's belief as a nation's identity (Nudiati and Sudiapermana, 2020).

Early childhood literacy is closely related to children's language development, where early childhood is in the early literacy stage (Alatalo and Westlund, 2021). At this stage, the child is expected to understand language and be able to convey language well. This stage is a golden age where children will more easily learn to optimize their literacy skills through their five senses (sight, hearing, taste, touch, and smell) (Vickery, 1993). It is necessary to have fun literacy to help children enjoy literacy activities since childhood. Therefore, child-friendly literacy needs to be implemented in schools (Kartikasari and Nuryasana, 2022). Child-friendly literacy is a literacy activity that meets children's rights (Cobanoglu and Sevim, 2019). The literacy introduced must be fun for children, make them enthusiastic, and they do not feel forced when learning Literacy is taught by aspects of early childhood development. They include aspects of values and morals, physical motoric aspects, language aspects, social-emotional aspects, cognitive aspects, and artistic aspects. In conclusion, developing literacy in early childhood cannot be developed by itself, it must be introduced

through fun literacy activities for children. One of which is by implementing child-friendly literacy in schools. By implementing this, it is easier for children to grow in literacy in early childhood.

The aforementioned explanation shows that literacy is highly important for early childhood. Yuliyanti examined the Implementation of Literacy in Child-Friendly Schools. The results of her research show that Literacy in Child-Friendly Schools is implemented through three stages, including the habituation stage, the development stage, and the learning stage. In addition, it is also supported by supporting programs such as the implementation of the GLS in the SRA which is conducted in three stages, namely the habituation stage, the development stage, and the learning stage. The use of supporting programs such as the habit of reading books 15 minutes before learning, providing libraries in schools, fun reading corners, classrooms with lots of writings, and often holding literacy competitions (Yuliyanti, 2021). Pinariya and Lemona also studied Child-Friendly Internet Literacy and Socialization. The results indicate literacy and child-friendly Internet are implemented by providing parenting to parents so that parents understand the importance of providing supervision to their children in using the internet (Pinariya and Lemona, 2019). Furthermore, Peny Husna Handayani examines Early Child-friendly Science Literacy. The results of the research show that early childhood-friendly scientific literacy is implemented by providing direct experience to children so that it raises children's curiosity and creates interactive and fun learning (Handayani and Srinahyanti, 2018).

Different from the three studies above, this study focuses on child-friendly literacy activities implemented in RA. Wadas Kelir Creative House. Wadas Kelir Creative House RA is one of the RAs that implements a child-friendly literacy program. The child-friendly literacy program at RA Rumah Kreatif Wadas Kelir is conducted by borrowing books at the library. Children are invited to the library every day to borrow books so that parents regularly read books at home, and then the teacher reads books before starting learning. This activity aims to foster literacy interest in early childhood, which is carried out by aspects of early childhood growth and development (Tabroni et al., 2022). Therefore, this research will focus on examining the implementation of child-friendly literacy at RA Rumah Kreatif Wadas Kelir.

2. METHODS

This research uses descriptive qualitative research with the type of field research. Qualitative descriptive research is research that is carried out directly to examine a phenomenon that exists in the field, then the data is presented in narrative writing (Catania et al., 2021). The phenomenon studied is implementing a child-friendly literacy program by RA Wadas Kelir Creative House.

Data was collected using observation, interviews, and documentation. The observation technique was carried out by researchers by observing child-friendly literacy activities at the Wadas Kelir Creative House RA, the observation data were recorded in full and then strengthened by interviews with children, and teachers to ask questions related to child-friendly literacy programs. The documentation technique is carried out by collecting documents related to the implementation of the child-friendly literacy program (Amperawati et al., 2022).

The data analysis technique of this research was carried out by 1) reducing the data by classifying important data related to child-friendly literacy programs; 2) after the data is reduced, the next step is to present the data in narrative form, this is to make it easier to know the implementation of child-friendly literacy; 3) the next step is data verification, data verification is carried out by researchers through the data that has been collected and then

verified for correctness. From this, the researchers will make conclusions related to the child-friendly literacy program implemented at the Wadas Kelir Creative House RA (Nurbaiti, 2022).

3. RESULTS AND DISCUSSION

This research was conducted at RA Rumah Kreatif Wadas Kelir, where this RA implements a child-friendly literacy program. In its implementation, RA Rumah Kreatif Wadas Kelir always tries well so that this child-friendly literacy program runs optimally and by child development. The results of this research indicate that child-friendly literacy in RA Rumah Kreatif Wadas Kelir is carried out through the following activities.

3.1. Borrowing books at the library

Second, Al Yasini Integrated Islamic Boarding School is an Islamic boarding school in Wonorejo District, Pasuruan Regency. Based on the study results, the characteristics of Al Yasini Integrated Islamic Boarding School are a type of Islamic boarding school with a combination Islamic boarding schools approach consisting of a traditional Islamic boarding schools education system and a modern Islamic boarding school. The number of students of Al-Yasini Islamic Boarding School until June 2022 is 3050 students consisting of 1780 female students and 1270 male students spread across various formal institutions, who come from various regions from Java, Kalimantan, Sumatra, Sulawesi, Bali, and West Nusa Tenggara.

One of the implementations of child-friendly literacy is by borrowing books from the library (Anjani and Maryanti, 2023). At RA Rumah Kreatif Wadas Kelir there is a library that provides storybooks for early childhood, the books provided by the library are very diverse so many children come to the library to borrow the books they like. The activity of borrowing books at the library is a habit for the children of RA Rumah Kreatif Wadas Kelir, where the activity begins with children coming to the library to borrow books, the children line up to deposit books which will be recorded by the library custodian, then the books are put into the library. bag and brought home and then read by parents at home.

The children of the Wadas Kelir Creative House RA come to the library every day from 07.00-08.00 to borrow books. This activity of borrowing books at the library is carried out with children being directed to the library to borrow books, they enter the library then immediately look at the books and choose the books they like, when the children have got the books they want, they go to the library guard desk to give the books they borrowed to be recorded in the loan book after the books were recorded, the children put the books into the bags they brought home, the goal was that the books they borrowed were read by their parents at home. When the books they borrowed were finished reading, then the next day they came back to the library to return the books they had borrowed, after that, the children returned to choose the books they wanted to take home again. These activities are carried out regularly every day so that children like to visit the library.

The activity of borrowing books at the library is said to be a child-friendly literacy activity because in this activity children feel happy, children feel enthusiastic when playing at the library, and children do not feel forced to come to the library. In addition, the activity of borrowing books is carried out by aspects of early childhood development. *First are aspects of physical motor development, namely aspects of early childhood development* related to human body movements, both fine and gross movements. Through the activity of borrowing books at the library, children's gross motor skills develop when children move their bodies around the library to choose the book they like, if this activity is done repeatedly, the child's

gross motor physical abilities will automatically develop well. In addition to gross motor skills, children's fine motor skills also develop when children move their hands and fingers through children's activities to take books and then open each book section, when it doesn't fit, the book will be put back and the child will take another book for them to open again. per book section. Repeated activities that children's fine motor skills will develop well.

Second, aspects of social-emotional development. This aspect of early childhood emotional-social development is related to the child's ability to build interaction and communication with others and manage his emotions when interacting and communicating with others (Bakola and Drigas, 2020). In the activity of borrowing books, it can be identified when children are choosing books, they are not in a hurry to take books, but they patiently choose books that interest them, then when waiting in line to give books to library guards, children do not jump in the queue with other friends, but they still orderly queue waiting for their turn. From here, aspects of early childhood development can develop through borrowing books at the library.

Third, aspects of language development, namely aspects of early childhood development are related to children's ability to understand information. Through book borrowing activities at the library, early childhood language development develops, where when children choose books, then when they are interested in a book, the book is borrowed to take home, and then parents read the book, that's where the child will get information. from the books they like, besides that there will also be an interaction between children and mothers. When a book is read, children will listen well, when there is something that makes children curious, they will ask their mother, that's where the child's language development will appear when the child gets information and then he explores interesting information from books read by his parents.

From the explanation above, it can be concluded that the activity of borrowing books at the library is a child-friendly literacy activity implemented at the RA Rumah Kreatif Wadas Kelir because the activity of borrowing books at the library is carried out through the library room which is neatly arranged and fun for children, providing children's books. There are various kinds, of borrowing books regularly every day that make children like to visit the library, children do not feel compelled to visit the library, and children begin to like books after the implementation of the habit of borrowing books at the library, in addition to borrowing books at library is by aspects of early childhood development, where there are three aspects of development contained in the activity of borrowing books at library, namely aspects of physical motor development, aspects of emotional social development, and aspects of language development.

3.2. Read aloud

Read aloud is an activity to read a book aloud. The *read-aloud* can be used by teachers in reading books so that children are more enthusiastic when reading books using this method (Marli'ah and Apriliyana, 2021). In addition to borrowing books at the library, the implementation of child-friendly literacy is carried out with *read-aloud*. This read-aloud activity is carried out by the classroom teacher, where before the learning activities begin, the teacher chooses a book to be read, where the book chosen is, of course, interesting and according to the child's age after the teacher gets the book, the teacher enters the classroom and then reads the storybook with a loud voice in front of the children, that's where the child will feel happy and enthusiastic about listening to the story. When a child's book is read to get new information, the child's curiosity about the story will appear, that's where the child will ask various kinds of questions to answer his curiosity, then let the child

ask questions related to the story he heard, occasionally when reading a book the teacher can also ask questions. a child about the story. From here, there will be an interaction between teachers and children in reading-aloud activities. After the teacher has finished reading the book, invite the children to recall the story they have read, the teacher gives them the opportunity for the children to retell the story they have read.

From the read-aloud activity carried out regularly and consistently, the read-aloud activity becomes a fun activity for children, and this is where the read-aloud activity becomes a child-friendly literacy activity implemented at RA Rumah Kreatif Wadas Kelir. When children become fond of books, children want to always be read books, when children are read books are very enthusiastic about listening, they will listen to various kinds of read-aloud activities, starting from children listening to the words spoken by the teacher, children paying attention to every picture in the book, children pay attention to the teacher's intonations when reading aloud, from here, this read-aloud activity makes children get new vocabulary that has never been heard, improves children's listening and speaking abilities, and later can improve children's writing and reading skills. In addition, the read-aloud activities implemented at the Wadas Kelir Creative House RA were also carried out by the aspects of early childhood development.

First, aspects of early childhood language development, this aspect of language development is related to early childhood skills in communicating orally and in writing. With these language skills, early childhood is then able to understand all forms of information in the surrounding environment and be able to convey ideas and desires well. This read-aloud activity stimulates children's language by adding vocabulary where when the story is read, the child gets new vocabulary that they may have never heard in their daily life, the child listens to the story well, and the child begins to recite the new vocabulary he gets from the book. cheer up. From here, the aspects of early childhood language development are fulfilled through various read-aloud activities.

Second, aspects of cognitive development. This aspect of early childhood cognitive development is related to getting the knowledge and information they get. In this *read-aloud*, the cognitive development aspect of the child is found in the activity of the child discussing with the teacher about the story that was read, then the child retells the book that has been read by the teacher, the aim is to train early childhood memory, the children continue to explore what their knowledge is. they get from the stories that have been read. From here, this aspect of cognitive development is fulfilled through read-aloud activities.

Third, Emotional and social aspects. The socio-emotional aspect of early childhood is related to children learning to adjust and understand feelings when interacting with other people. In this *read-aloud*, the socio-emotional development aspect is found when the child can listen to the story well, the child does not speak for himself when the book is read, and the child allows other friends to express their opinion about the book that has been told. From here, if this read-aloud activity is carried out every day, the aspects of children's social-emotional development will be well-formed.

From the explanation above, it can be concluded that the read-aloud activity is the implementation of the child-friendly literacy program at RA Rumah Kreatif Wadas Kelir because this read-aloud activity is carried out through the teacher choosing the book to be read, where the selected book is interesting and appropriate. with the age of the child, the classroom is fun and conducive, the teacher reads a book in front of the children in a loud voice, conducts questions and answers with the child regarding the story that has been read, and then the child is asked to retell the story that has been read. From here, read-aloud activities are carried out regularly so that children like books, children always want to be

read to, and children like to tell stories and exchange stories with friends. In addition, read-aloud is carried out by aspects of early childhood development, where there are three developmental aspects contained in read-aloud activities, namely aspects of language development, aspects of cognitive development, and aspects of social-emotional development. From here, children will assume that literacy is a fun activity for them because it is done with fun activities, by the child's growth and development.

4. CONCLUSION

Child-friendly literacy is a literacy activity that fulfils children's rights, where the literacy that is introduced must be fun for children, make children enthusiastic when introduced to literacy, children do not feel forced when learning literacy, and literacy is taught by aspects of early childhood development. The implementation of the child-friendly literacy program at RA Rumah Kreatif Wadas Kelir is realized through borrowing books at the library and reading aloud activities. *the first* activity is borrowing books at the library. This activity is a habit that is carried out every day, where this activity becomes a child-friendly literacy activity, this is indicated by the fact that children are happy to visit the library to borrow interesting books, children become fond of books, children have an interest in reading books, besides, In addition, aspects of children's development in the activity of borrowing books are also developing, these aspects include aspects of motoric, social, emotional, and language development. *Second*, read-aloud activities, which are activities carried out routinely by the teacher. This activity is a child-friendly literacy activity, it is marked by children having an interest in reading books, children love to be read to, and when they are read a book, children are very enthusiastic about listening to the story. In addition, aspects of children's development in reading aloud activities are also developing, these aspects include aspects of language development, cognitive, and social-emotional. From here, borrowing books at the library and reading aloud became fun activities for children.

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