Literature Study on the Application of Reading and Writing Media in Elementary School Students in Developing Students' Cognitive Abilities Through the School Literacy Movement

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ABSTRACT

In the 21st century, the School Literacy Movement (GLS) is being intensively held throughout Indonesia, facilitated by the Indonesian ministry of education. This is the government's effort to reduce Indonesia's actual illiteracy rate. GLS itself has several important parts in it that can support the implementation of these activities. Including reading and writing activities. Reading and writing activities can be integrated with media, making doing homework and writing more enjoyable. Some media that can improve students' cognitive abilities are cards, crossword puzzles, reading books, and story books. Through some of these media, it is hoped that it can facilitate students in developing their cognitive abilities in terms of writing and reading.

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1. INTRODUCTION

Japan first echoed the era of society 5.0 at the 2016 G7 Summit in Japan. The delegation representative from Japan said that in the 5.0 era society, a new technology would be created where the technology was a combination of artificial intelligence, robotics, and other things found on the internet to be able to create a future industry based on the application of artificial intelligence capabilities to developing and optimizing the promotion of innovation which has so far been hindered by the lack of advanced technology that functions as a promotional medium [1]. Era 5.0 is a digital era that is currently happening in almost all states around the world. In its application, it is not only the technology sector that takes advantage of the existence of this era but also the economy, education, health, and others. At the beginning of its development, the era of disruption 5.0 underwent a test marked by the discovery of Covid-19 cases at the end of 2019. At that time, the whole world was forced to lock down en masse to suppress the spread of the virus. The Indonesian government made several preparations to overcome these problems, especially in the education sector.

One of the efforts made by the government so that learning is not interrupted is by switching from face-to-face schools to networked schools. This is done so that students still get good educational services even though the situation is not good. The School Literacy Movement (GLS), which the government is promoting, is also

encountering obstacles in its implementation process in the current era. The government is trying several ways to keep GLS running, including online media to increase students' interest in reading.

2. LITERATURE REVIEW

In an era that is undergoing rapid change, Indonesia is intensively implementing the School Literacy Movement (GLS) throughout Indonesia. School literacy is the ability to access, understand, and use something intelligently through various activities, including reading, viewing, listening, writing, and speaking. At the same time, the School Literacy Movement (GLS) is an activity carried out to reduce illiteracy and low interest in reading by involving schools as a forum that is expected to help the movement's success [2], [3].

In 2015, the Organization for Economic Cooperation and Development (OECD) initiated the Program for International Student Assessment (PISA). PISA is an assessment conducted to determine students' math, science, and reading abilities from each participating country. The results released put Indonesia in 62nd place out of 70 participating countries participating in the assessment. From data taken in 2015 compared to data in 2012, Indonesia experienced an increase of six ranks [4], [5].

3. METHODS

From an educational perspective, media is a very strategic instrument in determining the success of the teaching and learning process. Because its existence can directly provide its dynamics to students. Learning media comes from the Latin "medius," which means "middle," intermediary, or introduction. Intermediary facilities/tools to convey information to students. Media, when understood broadly, is human, material, or events that build conditions that enable students to acquire knowledge, skills, or attitudes [6].

In this sense, teachers, textbooks, and the school environment are media. More specifically, the notion of media in the teaching and learning process tends to mean graphic, photographic, or electronic tools for capturing, processing, and rearranging visual and verbal information. At the same time, the Association for Education and Communication Technology (AECT) argues that media is all forms used to distribute information. Almost the same as AECT, the Education Association (NEA) also defines media as objects that can be manipulated, seen, heard, read, or discussed, along with instruments that are appropriately used in teaching and learning activities, which can affect the effectiveness of instructional programs.

The media also has several functions that can help the literacy process take place, including [7]:

1. Attentional

    Media is an aspect that is used to attract students' attention to the subject being explained by the teacher and provoke students' curiosity about the things being taught.

2. Affective

    In this case, the media is a tool that can make students happy and arouse their abilities and emotions and change their attitude toward a lesson.

3. Cognitive

    In this case, the media facilitates students to increase understanding which can spur students' cognitive aspects.

4. Compensatory

    In this case, the media replaces explanations of material students do not understand, changing information from the text to visual and audio forms. Based on the description of the function of the media above, the types of media that can support the learning process are: [8]: a) Videos, b) Textbook, c) Notebook, d) Worksheet.

Put forward three characteristics of media based on instructions for using instructional media to anticipate learning conditions in which teachers are unable or less effective at doing so [6]. The three characteristics or characteristics of the learning media are:

a. Fixative Feature

Namely, those that describe the ability of the media to record, store, preserve, and reconstruct an event or object;

b. Manipulative Traits

Namely the ability of the media to transform an object, event, or process in overcoming the problem of space and time. For example, a larva becoming a cocoon and then becoming a butterfly can be presented in a shorter time (or sped up using time-lapse recording techniques). Or conversely, an event/event can be slowed down to obtain a precise sequence of events/events.

c. Distributive Feature

With learning media, events or objects in one place can be easily spread to other sites. In the digital era, film and photo recordings are quickly distributed without space and time constraints. Events in difficult or impossible areas for students to visit can be presented in their classrooms without requiring much effort. Using the internet or storage devices data such as flash disks, CDs, and so on makes it easier for these learning materials to be distributed.

4. RESULTS AND DISCUSSION

Reading Learning Media

In the context of learning to read and write, media can be interpreted as a tool to make it easier for students to understand reading and writing to achieve the learning objectives. Learning media can overcome the limitations of experience possessed by students. The adventures of each student are different, depending on the factors that determine the richness of a child's experience, such as the availability of books, opportunities to travel, and so on. Learning media can overcome these differences. If students can't be brought to the direct object being studied, then the thing is brought to the students. The object in question can be an actual, miniature model or images that can be presented visually [9], [10].

In the process of reading, readers need a reading medium. Types of the reading press include:

a. Reading books

We encounter this media most often, and we can teach reading to novice students through reading books. This media is intended for students who already know letters and can read well. Reading book media facilitates reading skills and is a medium for understanding the meaning of the reading. Types of reading book media include textbooks, newspapers, story books, anthologies, biographies, diaries, dictionaries, guidebooks, encyclopedias, maps, etc.

b. Card

This media can be in the form of letter, word, and sentence cards. This media is attractive to children because it is accompanied by colorful pictures and letters or words matching the objects displayed. Some of the advantages of this media, according to [11], [12], are: 1) It is concrete and more realistic in raising the subject matter when compared to verbal language, 2) It can overcome space and time limitations, observation limitations, clarify any field problems, and the price is low, easy to obtain and easy to use, 3) As one of the practical learning media techniques because it combines facts and ideas in a transparent, solid and integrated manner through the disclosure of pictorial letter words.

The learning process using picture letter cards can be started by singing, pronouncing letters and words, playing with letters to make words, guessing, etc. Word recognition begins with words that are close, easy to understand, and often heard by children. For example, to introduce the letter A, you can use a card with an apple on the back and the letter A on the back. Or you can also use the game method in which students are asked to arrange the notes according to the words ordered by the teacher, as well as a guessing game. With this method, it is hoped that students can learn with happy feelings and without being pressured because they will find it easier to learn to read with happy feelings. Through the media of attractive picture cards and a fun learning process, it is hoped that it will help students reading skills and foster their motivation to learn to read.

c. Comic

Image is everything that is manifested visually into a two-dimensional form resulting from feelings and thoughts. Images can be used as media in implementing the educational process to enable the teaching and learning process. Selecting images must be appropriate, attractive, and can stimulate students to learn. Engaging in picture media will attract students' attention and make students give initial responses to the learning process [13]. Image media used in learning will be remembered longer by students because of its concrete form and not abstract nature. An image is a universal communication expression known to a broad audience.

Picture story books are picture books in the form of stories, not information books. These picture storybooks, following the characteristics of storybooks, have story elements (characters, plot, groove). These picture storybooks can be divided into two types, (1) picture storybooks with words, (2) picture storybooks without words. These two books are usually for preschool or early-grade elementary school students.

Picture storybooks are familiar in children's lives. Besides that, books are an excellent medium for children to learn to read. A picture storybook is a story unit accompanied by pictures that decorate and support stories that can help understand the book's contents. It is hoped that readers can quickly receive information and descriptions of the stories conveyed through picture storybooks.

For early childhood, it would be nice to introduce picture storybooks appropriate for their age to help their development. Because at an early age, the child's brain development develops rapidly. So we have to motivate children to learn constantly, and an influential early reading learning media is picture story books.

From some of the explanations above, it can be concluded that picture storybook media is very suitable if applied in the learning process of beginning reading in grade 1 because this media can stimulate students in learning to read, especially starting reading, the picture story book media is manifested in visual form into two-dimensional form as a result of thoughts and feelings.

The benefits and functions of picture storybook media [14] reveal the process and importance of picture storybooks as follows: Helps the emotional development of children, Help children learn about the world and its existence, Learn about other people, the relationships that occur

and the development of feelings, Get pleasure, To appreciate beauty, To stimulate the imagination.

d. Crossword Puzzle Game

A crossword puzzle is a game where the way to play is to fill in the empty spaces in the form of boxes with letters so that they form a word that matches the clue. Besides that, filling in crosswords or commonly called TTS, is very exciting. In addition, TTS is useful for remembering popular vocabulary and general knowledge relaxedly. Seeing the characteristics of TTS, which are informal and emphasize similarities and differences in words, it is very suitable if, for example, it is used as a means for students to practice in class given by the teacher, which is not monotonous, only in the form of standard questions.

e. Interactive learning media

Interactive media usually refers to digital products and services in computer-based systems that respond to user actions by presenting text, moving images, animation, video, audio, and video games. Interactive media for beginning reading is beneficial for teaching and learning activities in lower grades. With an attractive design because it uses a combination of images, animation, and sound making it easier to engage students in learning to read the beginning. This learning media is interactive, where the user or users do not get bored quickly, and can also be a fun learning medium so that mastery of the material can be done more rapidly because children at an early age prefer to play while learning.

Writing Learning Media

Reading and writing media have little in common in the media used. Such as the use of worksheets, notebooks, and electronic media. This lesson prioritizes writing media

so students can develop their writing skills well.

Some can be used as learning media for writing, namely:
1. The teacher uses the blackboard to give examples; for students, it is used to write down what the teacher assigns. For instance, writing words, sentences, and own names.
2. The teacher uses the slip board to insert pictures or word cards, sentence cards that students must copy, or pictures that students must write down.
3. A rope board is used to hang sentence cards, word cards, and letters that students must copy or pictures that need to be written on the title
4. Children's magazines can be used for assignments to copy simple sentences contained therein or to copy titles.
5. Nameplates, business cards, labels, and so on are used for copying tasks [15].

5. CONCLUSION

Reading Learning Media In learning to read and write, media can be interpreted as a tool to make it easier for students to understand reading and writing.

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