

Socialization of Literacy Efforts to Optimize The Role of Teachers in Introducing Literacy to Early Childhood

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Abstract

Literacy is a programme initiated by the government as an effort to develop children's interest in literacy, including types of reading literacy. This was initiated partly because based on PISA data shows that the reading ability of Indonesian children is still relatively low. This is in line with conditions in the field where the implementation of literacy starting from facilities to other literacy support stimuli is still not appropriate and optimal, therefore socialization of literacy was held for teachers to maximise their role in providing facilities and providing stimulus for children to literate. This socialization was delivered to PAUD teachers in Bongas Village Cililin as well as the subject of this research, where literacy is expected to start early as a habit and initial foundation in order to form a generation that will love to read. The research method used was descriptive quantitative using a questionnaire instrument. The results show that teachers' understanding of literacy implementation has increased and it is hoped that with increased understanding teachers can optimize their role in increasing children's motivation to be active in literacy from an early age.

Keywords: Literacy, role of teacher, early childhood

Abstrak

Literasi merupakan sebuah program yang digagas oleh pemerintah sebagai upaya menumbuhkembangkan minat anak berliterasi, diantaranya terdapat jenis literasi membaca. Hal ini digagas antara lain sebab berdasarkan data PISA yang menunjukkan bahwa kemampuan membaca anak - anak Indonesia masih rendah. Hal ini sejalan dengan kondisi di lapangan dimana pelaksanaan literasi mulai dari fasilitas hingga stimulus pendukung literasi lainnya masih belum tepat dan optimal, oleh karena itu diadakan sosialisasi literasi kepada guru untuk memaksimalkan perannya dalam menyediakan fasilitas dan memberikan stimulus anak berliterasi. Sosialisasi ini disampaikan kepada guru PAUD di Desa Bongas Cililin sekaligus sebagai subjek dari penelitian ini, dimana literasi diharapkan bisa dimulai sejak dini sebagai pembiasaan dan pondasi awal agar dapat membentuk generasi yang kelak gemar membaca. Metode penelitian yang digunakan yaitu kuantitatif dengan menggunakan instrumen angket. Dari sosialisasi yang telah dilakukan, hasil penelitian yang diperoleh adalah pemahaman guru terhadap penerapan literasi semakin meningkat dan diharapkan dengan menambah pemahaman guru terhadap literasi dapat mengoptimalkan perannya dalam penyelenggaraan literasi seperti halnya tersedianya fasilitas dan pemberian stimulus yang sesuai sebagai upaya meningkatkan motivasi anak untuk giat berliterasi sejak dini.

Kata Kunci: Literasi, Peran Guru, Anak Usia Dini

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INTRODUCTION

Literacy is no stranger to the world of education. Literacy emerged, among other things, to respond to developments in the era and challenges, as well as to formulate the knowledge and skills needed by students in the 21st century (Mashudi, 2021), because in the 21st century we do not only rely on knowledge but skills also play a role in 21st century learning (Sinaga, 2023), where 21st century skills include character, citizenship, critical thinking, creativity, collaboration and communication (Redhana, W, 2019; Mardhiyah, R, 2021). In

order to master these 21st century skills, literacy is one of the efforts to realize it (Yuniarti, Y., & Odah, A, 2023). However, the literacy skills of the Indonesian nation in the world scope based on PISA data show that the reading skills of Indonesian children are still low from those set by the Organization for Economic Cooperation and Development (OECD) (Lisnawati, I, 2019). This is also reinforced by the statement of Sari (2018) who said that in reality Indonesia is one of the developing countries with a low interest in reading. Especially in this digital era, people's interest in reading is very low because almost everything can be visualized into graphics, thus reducing people's interest in reading (Rusniasa, N, 2021). Therefore, the education that is implied should be able to create students who are skilled in literacy so that they can face the development of the era that continues to develop (Chairunnisa, A, 2020). To optimize the program, of course, the role of teachers is very necessary because schools/educational institutions are examples in implementing literacy in the home and community environment, so teachers are expected to be able to become the driving force for implementing literacy in schools (Hakiki, NH, Pitoewas, B., & Halim, A, 2019).

Currently, the world of education is intensifying literacy programs that start their activities in school, not only from the basic unit level, namely elementary school, literacy is also socialized from pre-school or even from early childhood which is also known as early literacy. Literacy that is generally understood is the activity of reading and writing, but literacy should not only include reading and writing activities, although both activities are the basis for mastering other types of literacy, therefore it is important for a child to start developing their literacy from reading and writing activities, something similar is supported by the statement of Nudiati, D (2020) that the level of literacy greatly determines the quality of human resources. Increasing literacy skills in each person is expected to empower and improve the quality of life both personally, family and in society (Sari, Maya, 2021). Therefore, literacy activities must be encouraged from an early age.

Literacy in general is a person's ability or skill in reading, writing, speaking, calculating to solving problems. Likewise, various literacies in education ranging from reading and writing literacy, numeracy literacy, science literacy, financial literacy, and cultural and civic literacy. Literacy as an activity in interpreting or interpreting all forms of knowledge that build humans to have broad knowledge (Hermawan, R, 2020). Literacy (Sari Kartika Maya, et al., 2021) is an individual's ability to process and understand information when reading or writing a composition or reading. From the explanation of the definition of literacy above, it can be concluded that literacy is not just a reading or writing activity, but its scope is broad which in essence can be interpreted as a form of behavior to access, obtain, and use information, knowledge or insight related to knowledge, language and culture through various activities as an effort to develop skills that can later help individuals in living a life that can ultimately lead to well-being (Syafutri, Saputra, & Natuliyantari, 2022). Meanwhile, early literacy as part of information literacy is based on the opinion of Clay and Ferguson (Lisnawati, I, 2019). Early childhood literacy education is an initial ability before children enter elementary school that children can obtain from literacy activities, including teaching children to read and write, so it does not mean teaching to read, but introducing children to letters to learning new things such as reading can be done properly without ignoring the rights of children who are still in the play phase. Literacy education for early childhood is indeed mostly in reading and writing literacy activities or types. The context of reading for children from an early age tends to be read stories by their mentors, both teachers at school and parents at home, the same as writing. However, most early childhood literacy education is related to the type of reading activities, where their mentors should be able to read stories and introduce letters and numbers as well as how to write both through fun activities, for example through playing while learning so that early literacy skills are formed (Early Literacy Skills).

Addition to the lack of interest in reading, the role of teachers in introducing literacy is only limited to numbers and letters introduced using conventional methods, and book facilities are still inadequate and do not even match the types of books that should be appropriate for use by children, so that the implementation of literacy is not running optimally. Therefore, one of the efforts that can be made so that literacy can be implemented optimally is by providing Socialization of Literacy (Solit) so that teachers understand that appropriate facilities are needed as well as stimuli that are provided appropriately and variedly as the first step for children to get to know literacy at an early age, so that the objectives of implementing literacy can be achieved as expected.

METHOD

The implementation of this Community Service activity was carried out by providing socialization to 12 PAUD Nurul Fatwa and Hasanatul Huda teachers located in RW 02 and RW 16, Tangan-tangan Village, Bongas Village, Cililin District, West Bandung Regency. The research used was quantitative through a survey method.

Survey research is research that takes samples from one population and uses a questionnaire as a tool for collecting primary data (Adiyanta, F.C, 2019). The instrument used was a questionnaire given to PAUD Nurul Fatwa and Hasanatul Huda teachers.

RESULTS AND DISCUSSION

In implementing this literacy socialization, the following activity implementation flow is carried out:

1. Phase Preparation

At this stage, observations were made to find data that could be raised as a theme for socialization in the environment where they served. After the data was found, it turned out that what needed to be developed was the interest in reading or literacy of students in the literacy program. Therefore, Solit was carried out to foster children's interest in reading from an early age through optimizing the role of PAUD teachers by providing broader understandings related to the application of early literacy. Before socialization was carried out, other things besides finding and finding problems were preparing pre- and post-socialization instruments in the form of questionnaires related to the socialization material to be delivered, as well as checking the place where the socialization would be held.

2. Phase Socialization

The next stage is to provide outreach to teachers who are the target of this activity.

3. Phase Implementation

Before the implementation of the socialization, teachers will be given a questionnaire about literacy, after the completion and collection of the pre-socialization questionnaire is complete, the implementation of the socialization will be carried out. After this socialization takes place, the questionnaire will be given back to the teachers as participants in the socialization. The provision of questionnaires in this pre-post socialization is carried out with the aim of knowing and identifying teachers' knowledge and understanding of early literacy and its implementation.

4. Evaluation

The final stage is to conduct an evaluation. The evaluation is carried out by identifying the results of the questionnaire starting from pre- and post-socialization. After the overall results of the questionnaire are obtained, this can then be used as evaluation material, especially by teachers through discussions of the results of the socialization with researchers so that the implementation and benefits of literacy can run optimally and obtain maximum results.

Results

Based on the questionnaire that has been distributed as initial data collection to determine educators' initial understanding of literacy, the following results were obtained:

Table 1.1 Results of the Pre-Socialization Questionnaire

No	Indicator	Results
1	The Essence of Literacy	67%
2	Literacy Goals	67%
3	Types of Literacy Activities	50%
4	Supporting Media for Literacy Activities	42%
5	The Role of Literacy Supporters	75%

Based on the data obtained from the results of the questionnaire distribution, namely from the five indicators, the participants obtained a percentage of 75% by giving mostly correct answers to the literacy support role indicator, that those who play a role in literacy are not only teachers but also all parties in the child's environment, especially parents. Meanwhile, the indicator of the nature and purpose of literacy obtained the same percentage, namely 67% as the order of answers that were mostly correct with the second order, then on the indicator with the third order regarding the type of literacy activities obtained 50% which indicates that only a portion of the number of participants answered correctly. The percentage obtained at the very end of the order is on the indicator of supporting media for literacy activities, which is 42%, which illustrates that

many teachers do not fully understand the supporting media for literacy activities that can be used. Meanwhile, after the literacy socialization was completed, the questionnaire was distributed again to determine the teacher's understanding of literacy, where the following results were obtained:

Table 1 Post-Socialization Questionnaire Results

No	Indicator	Results
1	The Essence of Literacy	83%
2	Literacy Goals	75%
3	Types of Literacy Activities	67%
4	Supporting Media for Literacy Activities	75%
5	The Role of Literacy Supporters	92%

From the results of the questionnaire above, it can be seen that the results of the five indicators above 50%, which means that many participants mostly understand the nature, objectives, types of activities, supporting media for activities and the role of supporting literacy. Furthermore, the following is a conclusion that can be seen whether there is a difference in the value of the pre- and post-activity questionnaire results.

Table 2 Conclusion of Pre and Post Socialization Questionnaire Results

Indicator	Pre-socialization results	Results of socialization post	Difference between Pre and Post Socialization Results	Information
A	67%	83%	16%	Increase
B	67%	75%	8%	Increase
C	50%	67%	17%	Increase
D	42%	75%	33%	Increase
E	75%	92%	17%	Increase

Note:

- A = The Essence of Literacy
- B = Literacy Goals
- C = Types of Literacy Activities
- D = Supporting Media for Literacy Activities
- E = The Role of Literacy Supporters

After the questionnaire data before and after the activity were analyzed, the results obtained showed that the participants' understanding related to the indicators of the nature of literacy increased by 16%, while the indicators of literacy goals also increased by 8%. The indicators of types of activities increased by 17%, as did the indicators of supporting literacy roles and indicators of supporting literacy activity media, which increased by the highest difference, namely 33%.

In addition to the above data which was processed simply to see whether or not there was an increase in teachers' understanding of literacy after the socialization, a normalized gain (N-gain) test was also conducted to more clearly see the quality of the increase that occurred. The following are the results obtained:

Table 3. Table of Normalized Gain Test Results

Subyek	Pre questionnaire	Post questionnaire	N-gain
G1	64	95	0,86
G2	66	90	0,71
G3	58	90	0,76
G4	62	90	0,74
G5	56	90	0,77

G6	58	95	0,88
Subyek	Pre questionnaire	Post questionnaire	N-gain
G7	60	95	0,88
G8	58	90	0,76
G9	61	90	0,74
G10	56	90	0,77
G11	62	95	0,87
G12	60	95	0,88
Average	60,08	92,08	0,80

Based

on the results of the n-gain test analysis obtained at 0.80, it shows that teachers' understanding of literacy has increased in the high category after participating in socialization activities.

Discussion

Based on the results that have been presented, it can be seen from the percentage obtained that overall there has been an increase from the results of the pre-socialization questionnaire to the results of the post-socialization questionnaire.

1. The nature of literacy. Basically, teachers are already familiar with literacy, but the literacy that teachers know is mostly limited to literacy as a reading activity, so teachers are limited to implementing literacy as they know it. In fact, literacy itself is an ability that does not only involve reading activities (Minister of Education and Culture, 2019), but its meaning is broad and includes writing, arithmetic and so on. Teachers explicitly interpret literacy as a learning activity related to the academic world, for example reading and writing, in fact, reading, writing and arithmetic in early childhood is only an introduction, not in the form of learning, but the reality in the field is that teachers forget about playing activities for children and only focus on reading, writing and arithmetic (Solichah, N., et al., 2022). After being presented with material about the nature of literacy, teachers only understand the meaning or broad meaning of literacy.
2. Literacy goals. Teachers' understanding of literacy goals, because in terms of meaning or essence, teachers already know it, so that the goals of literacy are only known by teachers to the extent of the impact of reading literacy, not involving other types of literacy. Literacy is not just an understanding of reading and writing, but also numerical abilities (Kurniawan, R., & Parnawi, R, 2023). However, after being given socialization, there was an increase in the percentage because the material presented related to the goals did not only explain one type of literacy, namely reading literacy, but also other types of literacy such as writing literacy, numeracy literacy, science literacy, and so on.
3. Types of literacy activities. Most literacy activities known to PAUD teachers are limited to reading story books or fairy tales to students, because students are still at an early age. However, there are actually many other types of literacy activities for early childhood that can support increasing children's literacy, such as singing, playing picture cards, playing number cards or playing letter cards and so on (Novrani, A, 2021).
4. Supporting media for literacy activities. The supporting media are of course mostly books. Exploring literacy problems at the PAUD level in Bongas village, including the lack of books and the books available are not appropriate for the age of children in PAUD, through this socialization, researchers in addition to providing examples of media in the form of story books, facilitate reading rooms or reading corners, in addition to *world walls* (word walls), key words/letters as socialized by Amin, J., et al. (2020) and provide other stimuli in the form of song lyrics to recognize letters, numbers, letter cards and number cards (Novrani, A, 2021), through this socialization, teachers are also given early childhood reading books whose stories contain characters so that it is hoped that not only a generation will be formed who likes books and loves to read, students are also expected to become a generation with noble character. From this activity, educators understand better that books are not the only media in introducing literacy to early childhood.
5. The role of literacy supporters. The role of literacy itself, teachers already know that not only teachers are facilitators or motivators in introducing and improving literacy activities, but parents, including the child's environment, also have a role in supporting the implementation of literacy activities. The role of parents in developing literacy by providing adequate facilities such as providing books that interest

children to read, games that contain education such as letter or number cards, so that children do not feel bored as a concept of early childhood learning through play activities (Meilasari, D, Diana. R, R, 2022). In line with this, the forms of parental involvement in improving children's literacy include; providing facilities in the form of books, interaction with children and parental habits that can be examples for children to get used to reading habits or developing other types of literacy, because parental support can influence children's interest in literacy activities (Primayana, H, 2020).

From the implementation of socialization, the results obtained are as follows:

1. With existence socialization , teachers who have not know literacy as well as various related literacy become know And know it.
2. With understanding that has been obtained through material socialization , then existence movement role active teacher in implementation literacy in schools effort develop interest read And introduce literacy on child since early.

CONCLUSION

It can be concluded that the implementation of this socialization has a positive impact, where teachers become more aware of the nature, objectives, parts and implementation of the implementation of literacy, namely with the increase based on data collection through questionnaires that have been given and analyzed to PAUD teachers. It is hoped that this socialization can have a good influence in the long term and can also be continued by providing socialization to parents about the importance of early literacy so that the implementation of literacy becomes more optimal, so that teachers can synergize in achieving literacy goals together with parents of students.

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