

## LITERACY HABITS IN EARLY CHILDHOOD

Evelia Khalisa Diara Nasution<sup>1</sup>, Zhafirah Nailatul Izzah<sup>2</sup>, Carissa Anjani Azalia<sup>3</sup>,  
Syaluna Jiniandra<sup>4</sup>, Muhammad Rizky Al-Zaky<sup>5</sup>

SMAS Al-Azhar Medan, Indonesia

Coessponding E-mail : [kalisadiara@gmail.com](mailto:kalisadiara@gmail.com), [zhafirahnaila08@gmail.com](mailto:zhafirahnaila08@gmail.com), [carissazalia08@gmail.com](mailto:carissazalia08@gmail.com),  
[jiniandra6@gmail.com](mailto:jiniandra6@gmail.com), [alzakymrizky@gmail.com](mailto:alzakymrizky@gmail.com).

Received : 22 November 2024

Revised : 04 December 2024

Accepted : 24 December 2024

Published : 10 January 2025

DOI : <https://doi.org/10.54443/ijerlas.v5i1.2372>

Publish Link : <https://radjapublika.com/index.php/IJERLAS>

### Abstract

Literacy education for children today will be very useful in the future of the child. Literacy is the ability to read and write a person, literacy is very much needed in terms of life because literacy can also be interpreted as a person's skills in life. Literacy habits must be done at the earliest possible age so that children's interest in reading will be easier to form later. This literacy habit must also be supported by providing special treatment to children. This study aims to increase the concern of tutors about the importance of this special treatment. This study uses a questionnaire method that is given directly to 4th grade children with the aim of finding out which method should be given to children through children's interests. That way, children will grasp the lessons given faster and be interested in following the learning. In this study, it was concluded that children's interest in picture books was higher than black and white books.

**Keywords:** *Literacy and Early Childhood*

### Introduction

#### Background

Reading and writing are the foundations of literacy. Initially, literacy was only considered as the ability to speak and communicate, but with the development of the times, literacy has developed into a part that has a broader meaning. At this time, literacy has become an important reference if you want to continue your education at a higher level and make literacy an important reference both at the teaching stage and at the graduation stage. The author includes Elementary Schools, because some schools make literacy skills a requirement for children to graduate, but in fact on the other hand some children who graduate from Elementary School still cannot read.

Thus, literacy habits from childhood are important, if a child already has good literacy skills, then teaching and learning will be carried out well, so that children will easily follow teaching and learning activities so that children can achieve various successes in academic and non-academic fields, but this habit must also get good concern from the mentor, therefore to increase the concern of the mentor for providing literacy methods to children, the author tries to conduct research entitled Literacy Habits in Early Childhood.

### Discussion

The role of literacy in this life is very important, literacy can improve a person's way of thinking even in simple things, such as understanding an event, providing a solution to a problem, and also in arranging step by step activities wisely. With good literacy skills, the ability to speak, read, and write will be good so that it can improve a person's cognition (Sholeh, 2021). However, the current state of literacy in Indonesia is still very low, seen from research (Ilyun Navida \* 1, 2023) in class 3 C students of SDN Sendang Mulyo 02 there are many reading backgrounds in students and students were found who did not yet have reading skills so they had difficulty understanding the information in the text.

This is also reinforced by UNESCO data which states that the low interest in reading among Indonesian people in 2024 is at 0.001%. This figure is certainly very concerning for this nation, which can be concluded that only 1 out of 1000 Indonesians have an interest in reading, in contrast to the data taken by the World's Most Literate Nations Ranked obtained by Central Connecticut State University which states that Indonesia is ranked 60th out of 61 countries in terms of interest in reading. Although from different sources, the low literacy rate in Indonesia is an absolute fact.

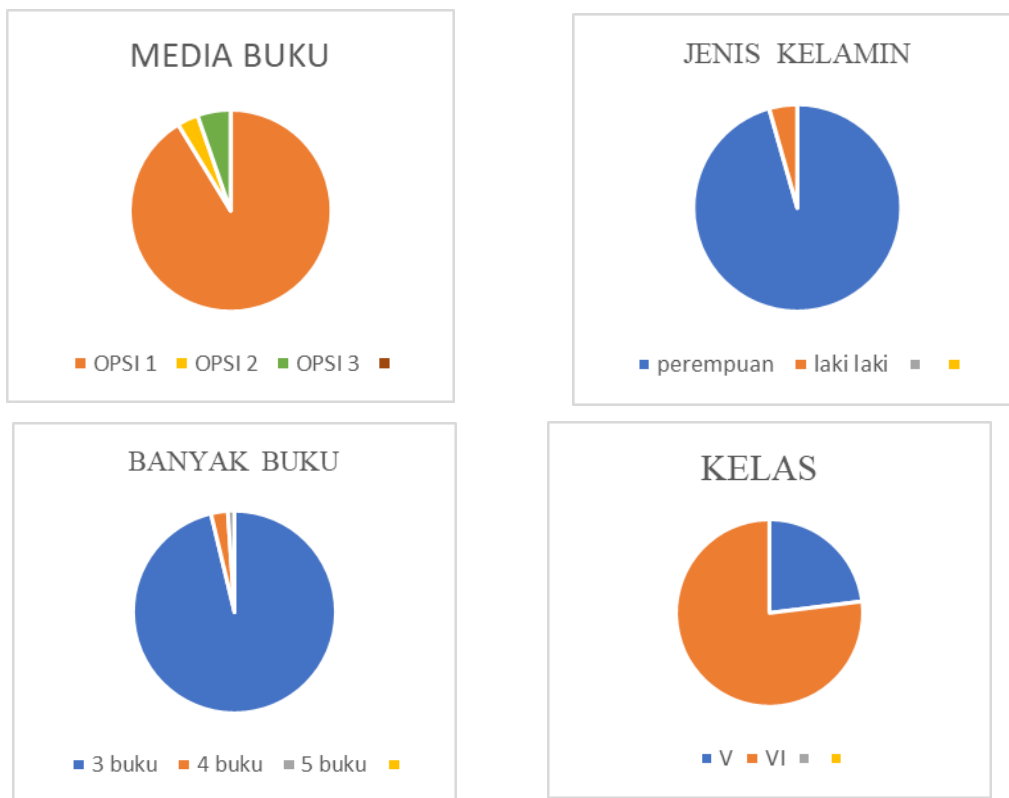
The development of technology that has begun to increase since the Covid-19 era is one of the factors that has reduced interest in reading in Indonesian society. This is due to the rapidly increasing dependence of society on gadgets. The existence of these gadgets has a negative impact on children's literacy interests. Because they have been spoiled by summaries of articles scattered on the internet (zulfa, 2021). So with this summary, children only copy the article on the assignment given by the teacher without having any interest in reading it.

At this stage, we are in a stage where literacy content is becoming increasingly difficult to be seen by children than other visual content. This should be a concern for mentors to create new innovations to eradicate this problem, because by providing interesting methods, children will also grasp the learning given by the teacher more quickly. Such as the application of literacy methods through picture stories, pop-up books, comics, etc. Of course, this will make children feel happy so that children do not get bored and tired easily.

**Research methods**

We collected data by providing a g-form questionnaire that we had prepared for students of SDN 2 Al-Azhar Medan which aims to survey students' interest in reading literacy and what is the best way to improve literacy in students, the target data we want to obtain is around 20-25 students. The contents of the questionnaire are the children's choice in providing literacy methods.

With this research through g form, the results of g form will be displayed automatically with a pie chart, however, we will still explain in detail the results and discussion of the data we have obtained.



*Source: personal documentation*

From the questionnaire that we have done, we have drawn conclusions and turned them into a pie chart, in this pie chart contains many books read during the week by children, gender and level, and the learning media that is most in demand by students of SD 2 Al-Azhar. It can be seen from the pie chart that students of grades V and VI of SD 2 Al-Azhar Medan every week on average read 3 books is 97% and that is the highest average compared to 4 books and 5 books which are only 2% and 1%. There are 3 book media presented in the questionnaire, namely option 1 (picture books/comics), option 2 (black and white writing), and option 3 (pop-up books).

Of the 25 students of SD 2 Al-Azhar Medan who filled out the questionnaire, it can be seen from the diagram that option 1 (picture books/comics) is the most popular among the students, which is around 90%. Black and white colored writing media is relatively small, only around 4%, and pop-up book media is only 6%. From the data and diagram, we can conclude that students in grades V and VI of SD Al-Azhar Medan are most interested in

reading picture books and least interested in black and white writing. The number of books read each week by the students is an average of 3 books with a total of 97% of 100%. From the questionnaire that we have given, we conclude that children's interest in picture stories is higher than stories without pictures.

### **Results and Conclusions**

Based on the discussion of the research, it can be concluded that literacy habits in children can be improved by providing appropriate methods according to the child's interests. Without the innovation of new methods given to children, children's interest in literacy will also decrease and they will consider literacy activities to be monotonous and boring.

Therefore, the mentor must continue to facilitate the child by providing new and interesting methods to the child such as providing reading media such as comics, pop-up books, and picture stories. So that when the child reads, the child can feel a happy feeling, not bored or tired and eliminate the stigma that literacy activities are monotonous activities.

### **REFERENCES**

- Adnan, M., & Anwar, K. (2020). *Online learning amid the COVID-19 pandemic: Students' perspectives*. Online Submission, 2(1), 45-51.
- Elendiana, M. (2020). *Upaya meningkatkan minat baca siswa sekolah dasar*. *Jurnal Pendidikan Dan Konseling (JPDK)*, 2(1), 54-60.
- Fahmy, Z., Utomo, A. P. Y., Nugroho, Y. E., Maharani, A. T., Liana, N. I., Alfatimi, N. A., ... & Kesuma, R. G. (2021). *Dampak Pandemi Covid-19 terhadap Minat Baca Siswa Sekolah Dasar*. *Jurnal Sastra Indonesia*, 10(2), 121-126.
- Fauzi, I., & Khusuma, I. H. S. (2020). *Teachers' elementary school in online learning of COVID-19 pandemic conditions*. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 5(1), 58-70.
- Naufal, H. A. (2021). *Literasi digital*. *Perspektif*, 1(2), 195-202.
- Navida, I., Prasetyowati, D., & Nuriafuri, R. (2023). *Kemampuan Literasi Membaca Peserta Didik Pada Muatan Bahasa Indonesia Kelas 3 di Sekolah Dasar*. *Jurnal Educatio FKIP UNMA*, 9(2), 1034-1039.
- Sholeh, M., Murtono, M., & Masfuah, S. (2021). *Efektivitas pembelajaran google classroom dalam meningkatkan kemampuan literasi membaca siswa*. *Jurnal Educatio Fkip Unma*, 7(1), 134-140.
- Tarmidzi, T., & Astuti, W. (2020). *Pengaruh kegiatan literasi terhadap minat baca siswa di sekolah dasar*. *Caruban: Jurnal Ilmiah Ilmu Pendidikan Dasar*, 3(1), 40-51.