INVESTIGATING THE ROLE OF INDONESIAN LANGUAGE TEACHERS IN SHAPING STUDENTS' LITERACY CULTURE

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Abstract

The success of the learning and teaching process is closely related to the existence of a literacy culture, as in learning Indonesian. The Covid-19 pandemic hampers the implementation of learning, which also affects the limitations of time and place that allow literacy cultivation. This study aims to describe the role of Indonesian language teachers in literacy culture in 7th grade students of SMP in Kebumen Regency. The method in this research is descriptive qualitative. Sources of data were obtained from teachers who were teaching or had taught 7th grade students after the covid 19 pandemic. The results and conclusions of this study were (1) activities given by teachers to students to cultivate literacy, most often in the form of reading 15 minutes (2) print media which are often used are non-fiction books and anthologies of poetry or short stories, while the electronic media that is often accessed is Youtube (3) all teachers state that literacy culture is very important, but 42% of teachers state that literacy culture is not better than before the covid 19 pandemic, 34% of teachers said they were better, and 24% of teachers did not experience any change.

Kata kunci: Indonesian language teacher, literacy, culture, covid-10

INTRODUCTION

Literacy culture is an accompaniment to student success in the learning process. In the school environment, literacy culture is the duty of all school members, including Indonesian language teachers.

The COVID-19 pandemic has changed the learning process from face-to-face to distance learning. Permendikbud No. 3 of 2000 concerning the prevention of the spread of COVID-19 which is applied to educational units which causes all learning activities carried out face-to-face to be converted into distance learning. In these conditions, teachers are still required to play an active role in learning. Even in the conditions of the COVID-19 pandemic, Problems related to literacy are also influenced by technological developments in the 21st century. Students as literacy Indonesian language teachers cannot be separated from cultivating student literacy, especially for grade VII students who need adaptation to enter Junior High School (SMP).

Literacy can be interpreted as the ability to read and write which is further developed into the ability to master certain field knowledge [1]. Literacy culture begins with a good understanding of literacy culture. Shihab stated that literacy culture should be carried out actively, meaning that all components related to the implementation of literacy culture must be actively involved in carrying out literacy culture. Boring, tiring, or confusing literacy experiences need to be avoided to give to students [2].

learners also need to be proficient in new literacy. Automatically, teachers as literacy educators have the responsibility to

integrate new technologies into the curriculum, in order to prepare students for the literacy they deserve [3].

There are at least four general elements that apply to all current views that are used to inform the broad dimensions of relation to new literacy research. The four elements are

"(1)The Internet and other ICTs require new social practices, skills, strategies, and dispositions for their effective use; (2) new literacies are central to full civic, economic, and personal participation in a global community; (3) new literacies rapidly change as defining technologies change; and (4) new literacies are multiple, multimodal, and multifaceted; thus, they benefit from multiple lenses seeking to understand how to better support our students in a digital age[4]."

The elements of literacy are broken down into six types of literacy, namely literacy, literacy, scientific literacy, financial literacy, digital literacy, and cultural & civic literacy. Reading and writing literacy is the ability to understand the contents of written texts that are implied or expressed in order to develop knowledge and self-potential and express ideas and ideas to participate in the social environment. Production activities are carried out by reading and writing aloud, guided reading and writing, reading and writing together, and reading and writing independently.

The literacy culture contained in the Indonesian language learning curriculum is not only limited to activities related to reading and writing, but also certain activities, both those related to fiction and non-fiction texts.

Fiction texts are important to study in relation to authentic learning, namely learning that uses the text of original literary works, whether it is read as a whole in one text, or reading parts of the text to completion within a certain period of time.

Non-fiction texts are important to learn because most of what adults might read are informational texts, so students need to be introduced to this type of text in order to foster curiosity about natural phenomena and real events. The information text is then presented in the form of interesting content with a format, writing style, and vocabulary that can be accessed by readers with varying abilities [5].

Literacy culture in schools can be built using three strategies, namely conditioning a literacy-friendly physical environment, pursuing a social and affective environment, and seeking schools as a literate academic environment [6]. The literacy-friendly physical environment can be seen in the display of student work throughout the school area. The work is regularly replaced so that all students have the opportunity to show their work. Students also have the opportunity to access reading materials in reading corners in several areas of the school.

A social and effective environment to build a literacy culture can be done through a model of communication and interaction of all components of the school. This model can be seen in the awarding of awards during the flag ceremony for the progress of students in all aspects.

From the several roles mentioned, the teacher remains the most important role holder. This is due to the direct contact between teachers and students. Teachers do not only play a role in cultivating literacy, but also take part, in the sense that teachers are clearly trying to cultivate literacy.

Before COVID-19 pandemic condition, literacy activities in junior high schools were closely related to the implementation of the School Literacy Movement program. Previous research has shown that the School Literacy Movement has been successfully implemented in schools.

However, the COVID-19 pandemic has caused the School Literacy Movement to not run as before because learning in schools is carried out using distance learning (PJJ), or face-to-face learning (PTM) is limited. Various studies related to

learning during the COVID-19 pandemic have been revealed. However, the content of literacy culture contained in it has not been fully investigated in other studies.

There is no clear benchmark standard for teachers to cultivate literacy. Therefore, every teacher has their own way of providing literacy cultural content for students.

The limited ability of teachers to master technology will also affect the media used to teach and provide cultural literacy mutants. Teachers who are familiar with it will have no difficulty, but teachers who are not familiar with the use of technology will find it difficult.

The role of the Indonesian language teacher in students' literacy culture is important and interesting to reveal. The disclosure of the role of the Indonesian language teacher is an active role, therefore the term gait is used which indicates that the teacher continues to provide literacy culture even though at different levels during the covid 19 pandemic.

Motivating students to read can lead to future student success outside the classroom. The teacher's role can be to support students' reading habits by creating positive efforts, such as using point-written reading rocket charts to reward students for reading, using chips, certificates, class rewards, and free playtime. With these efforts, it is evident that students' literacy is increasing and they show great enthusiasm in reading [7]

This study aims to describe the role of Indonesian language teachers in literacy culture in 7th grade students of SMP in Kebumen regency. The description is explained through three focus discussions. First, it is examined about the activities given by the teacher to the students. The focus of the second discussion is the media used for literacy culture. Furthermore, the teacher's gait is examined on the importance of literacy culture.

METHODS

This research is a qualitative research. The subjects of this study were Indonesian language teachers who had or are currently teaching seventh grade junior high school students. Participants in this study amounted to 50 people who came from different schools. The schools are classified by sub-district location,

The distribution of teachers based on sub-district location is mostly concentrated in Kebumen sub-district. This is because Kebumen is the center that has the most junior high schools in Kebumen Regency. Other sub-districts participating in this research are Mirit, Ambal, Bonorowo, Kebumen, Prembun, Rowokele, Gombong, Karangsambung, and Kutowinangun sub-districts.

The data collection was carried out from August to October 2021. The data collection technique was carried out by questionnaires, unstructured interviews, and observations. Questionnaires were distributed using a questionnaire research instrument using Google forms. The questions are developed from three main questions. The form of questions is presented using optional multiple choice, multiple choice multiple choice, and scale questions using a Likert scale. The lattice of the instrument is as follows.

Table 1. Questionnaire Grid

No	Indicator Question	Type Answer
1.	Activities given in class related to literacy culture	Optional multiple choice
2.	Special assignments to students	Yes/no, description, multiple choice
3.	Books used to develop a literacy culture	Optional multiple choice
4.	Media for the application of literacy culture	Optional multiple choice
5.	Frequency of media use	Scale

6.	Perception of the importance of literacy culture	Scale
7.	Comparison of literacy culture habituation (before and after the pandemic)	Scale

Furthermore, confirmation is made to participants who have filled out the questionnaire to know the certainty of the truth of the data that has been filled in (member check). After taking the questionnaire, a total of 10 participants were conducted unstructured interviews in order to deepen the background of the answers that have been given. The observations were carried out in 5 schools by observing the learning process and activities that took place.

The data in this study were analyzed and presented with a classification based on the parts of the focus of the question. The data after data collection is then sorted and adjusted using the help of data in the form of tables, graphs, and a list of detailed answers

FINDINGS AND DISCUSSION

The results of this study are divided into three parts. The first part focuses on the activities given by the teacher to the students. The second part looks at the media used for literacy culture. The third part pays more attention to the teacher's role in the importance of literacy culture in the era of the COVID-19 pandemic.

Activities given by the teacher to students

Activities given by teachers to students related to literacy culture are divided into activities given in class and special assignments that can be done outside class hours. These two activities are carried out online and offline, in accordance with the learning implementation regulations set by the school.

The activities given in the class are Indonesian language learning activities that are in accordance with the indicators and competencies of Indonesian language learning. These activities are activities related to literacy culture. In the reading competence as outlined in basic competence 3, the activities carried out by the teacher are reading literary texts, reading 15 minutes before learning activities, assigning them to the library, and reading non-literary texts. As for the competency skills as outlined in basic competency 4, the choice of activities in the form of writing non-literary texts and writing literary texts.

The results of the study are described in the following table.

Table 2. Activities in Class

No	Activities	Number of Teachers
1.	Reading 15 minutes before learning activities	25
2.	Reading literary texts	23
3.	Reading non-literary texts	19
4.	Assignments to the library	16
5.	Writing literary texts	14
6.	Writing non-literary texts	13

Reading 15 minutes before learning activities start is a program of the school literacy movement launched by the government. This activity turned out to be the activity most often practiced by teachers in Kebumen.

Literary text reading activities are taught on the basic competencies and core competencies listed in Indonesian language learning. The texts studied in class VII are fantasy story texts, folk poetry, and fables. Likewise with learning to read non-literary texts contained in learning description texts, reports on observations, procedure texts, and personal letters and official letters [8].

The assignment to the library for students is one of the literacy culture activities. It is important for teachers to remind students to always read books other than face-to-face activities in class. Junior high school students have a high interest in reading and borrow books in the library, the results of interviews with male students and female students show that female students have better reading pleasure than male students [9].

Some respondents have activities in different classes as companions in learning Indonesian. These activities are; 1) read any books you have at home, 2) listen and re-narrate texts, 3) listen to information on TV or the internet, and 4) read a book in class in 30 minutes.

In addition to classroom activities, respondents were also asked about special assignments given to students. Respondents are free to choose whether to give special assignments or not to give special assignments. Respondents who choose to give assignments are welcome to write down the assignments that have been given to students. The respondents who did Not give the assignment were asked the reason for not giving the assignment.

Of all respondents, 90% of teachers give special assignments to students in cultivating literacy. These tasks are; 1) read information about tourist attractions from Google to summarize and collect, 2) read learning materials from other learning sources, 3) write summaries of books read, 4) retell literary works that have been read in oral and written form , and 5) write a diary.

The number of respondents who did not give special assignments to students was 10%. The reason for not giving assignments is that there is limited time in face-to-face learning in this era of the covid-19 pandemic. Literacy habituation is considered less effective due to lack of time. Therefore, literacy culture can only be done when learning in class. This also supports the situation that schools have not been able to facilitate a literacy culture during the pandemic.

Another reason for not implementing a special assignment in literacy culture is that schools have implemented a literacy culture not only in learning Indonesian. Literacy activities have been implemented every day at school so that students are familiar with reading activities. The reading activity is freed for students to read any books that students like that support each of these subjects.

A small number of respondents who do not apply special assignments, namely the difficulties in online learning. Assignments cannot be given because not all students can access these assignments properly. Therefore, learning is focused on the main tasks that are in accordance with the basic competencies of Indonesian language lessons.

Media Used for Literacy Culture

The media used to cultivate literacy consist of printed reading media or books, and electronic media in the form of applications or websites. Media in the form of books consist of anthologies of short stories or poetry, non-fiction books, magazines, printed newspapers, and recipe books.

The media used by the teacher can be detailed as follows.

Table 3. Use of Print Media

| No	Book Category	Amount of Use
1.	Non-fiction	66%
2.	Anthology of short stories or poetry	60%
3.	Newspaper	48%
4.	Magazine	20%
5.	Recipe book	14%
6.	Other	18%

The books that teachers are most interested in applying are non-fiction books, then short stories or poetry anthologies and newspapers. Respondents who chose another were those who mentioned certain literary works to be applied to students. The books are the

totto-chan series, inspirational stories, and stories obtained from internet sources.

Electronic media can be in the form of applications that can be downloaded and installed on mobile phones or media that can be accessed by opening the website. The media are in the form of Youtube, Instagram, WhatsApp, iPusnas and the like, as well as educational websites.

Of all the media used, the frequency of use of the media is also observed. From all respondents, the following are media that are often accessed by Indonesian language teachers in cultivating literacy.

Chart 1. List of Electronic Media
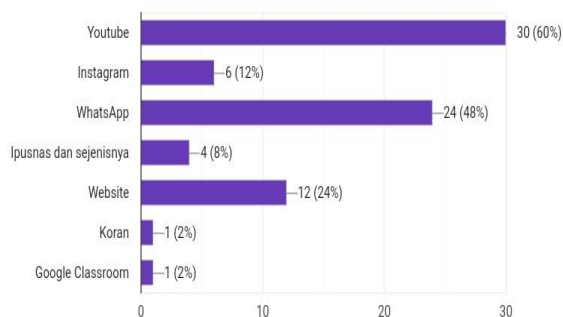
Youtube media is the media that is most often used in relation to displaying videos that are relevant to learning Indonesian. The next medium is WhatsApp as a means of communication as well as a place to provide materials and assignments to students.

This finding has not used various other media models besides the commonly used media. Other studies have shown that various learning models with certain media can stimulate students' understanding of literacy. Learning with the OLS-CMPBL model can be an alternative for policy makers and teachers to solve digital literacy problems [10].

The use of print media and electronic media is then asked for the frequency of its use to the teacher. Using a scale of 1-5, the following is the result of the frequency of use of the media.

Chart 2. Frequency of Media Use
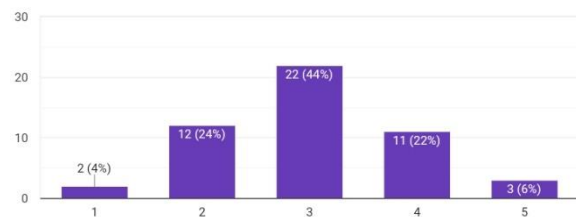
The scale applies to the rules of frequency of use 20% for number 1, 20-40% for number 2, 40%-60% for number 3, 60-80% for number 4, and 80-100% for number 5.

Teacher's Gait to the Importance of Literacy Culture in the Era of the Covid-19 Pandemic

The teacher's role in the importance of literacy culture in the COVID-19 pandemic is shown by the teacher's perception of the implementation of Indonesian language learning in the COVID-19 era and the comparison of the implementation of literacy culture between before the Covid-19 pandemic and after the Covid-19 pandemic.

The teacher's perception of the importance of literacy culture in the era of the covid-19 pandemic is expressed using a scale of 1 to 5, the number one means it is not important, while the number 5 indicates very important. The data is shown in the following diagram.

Chart 3. The Importance of Literacy Culture
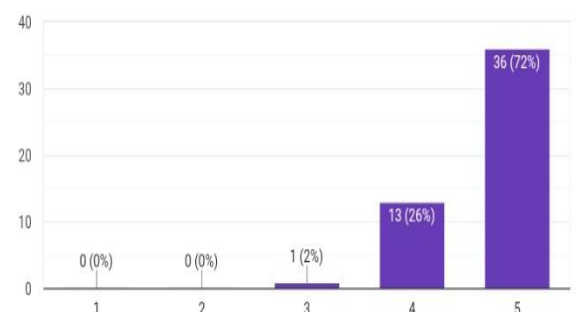
From the overall data obtained, 34 teachers stated that literacy culture was very important, 13 teachers stated it was important, and 1 teacher stated it was quite important.

Judging from the application of literacy culture before the covid 19 pandemic compared to after the covid 19 pandemic, the culture of literacy of teachers to students tends to be balanced between better, the same, and not as good as before the covid-19 pandemic. The data is shown by the following table.

Table 4. Application of Literacy Cultivation

No	Statement	Percentage
1.	Not as good as before the covid 19 pandemic	42%
2.	Better than before the covid 19 pandemic	34%
3.	Just like before the Covid-19 pandemic	24%

From the three data, most of the teachers realized that the implementation of literacy culture during the COVID-19 pandemic was not as good as before the COVID-19 pandemic.

CONCLUSION

From the results and discussions that have been described, it can be concluded as follows. The activities that teachers give to students to cultivate literacy are most often in the form of reading 15 minutes before learning begins. In addition, some teachers also give special assignments to students related to a reading or text and text writing activities.

The most popular media in the form of books are non-fiction books. Electronic media that is often used is Youtube with the use of watching videos that are relevant to learning. The frequency of using video is not always used in learning.

The teacher's role in the importance of literacy culture in the era of the COVID-19 pandemic is balanced. A total of 42% of teachers stated that literacy culture was carried out the same as before the covid 19 pandemic, 34% of teachers were better, and 24% of teachers did not experience any changes.

The limitation of this research is that the data collection time is quite short. Research is still limited to teachers as research subjects. Therefore, research is also needed on the role of teachers in terms of student perceptions and their impact on literacy culture. Hopefully this research can be a trigger for future research.

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