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## **The Strategy for Implementing Merdeka Curriculum-Based Early Reading for Kindergarteners**

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### **Abstract**

Early reading is essential for children aged 5-6 years. In implementing the Merdeka curriculum, early reading skills are not the main domain in the learning process. However, the unique thing is that students in the Merdeka curriculum can understand and apply their age-appropriate early reading skills as applied in one of the early childhood institutions in Yogyakarta. This study aims to identify and describe the implementation of a Merdeka curriculum-based early reading ability strategy. This study uses a case study method with a qualitative approach. The subjects are kindergarten teachers and students. Data were collected by interview, observation, and documentation techniques which were analyzed using data reduction, display, and verification. The study results show that students' early reading skills have developed well and are under age stages. Children can recognize, classify, and understand letters in a word and read. It is supported by various



strategies that emphasize the recognition of meaningful letters. Among them are word trains, identifying letters and words in storybooks on literacy topics, introducing words through adjustments to literacy topics, spelling names using songs, making name tags on objects, writing personal names and project names, and house letters.

**Keywords:** curriculum, early reading, learning strategy, early childhood

### **Abstrak**

*Kemampuan membaca awal merupakan kemampuan yang penting dimiliki oleh anak usia 5-6 tahun. Pada penerapan kurikulum Merdeka, kemampuan membaca awal tidak menjadi domain utama dalam proses pembelajaran. Namun, uniknya peserta didik pada kurikulum Merdeka dapat memahami dan menerapkan kemampuan membaca awal sesuai usianya sebagaimana yang diterapkan di salah satu lembaga anak usia dini di Yogyakarta. Penelitian ini bertujuan untuk mengetahui dan menjabarkan implementasi strategi kemampuan membaca awal berbasis kurikulum merdeka. Penelitian ini menggunakan metode studi kasus dengan pendekatan kualitatif. Subjek adalah guru dan siswa taman kanak-kanak. Data dikumpulkan dengan teknik wawancara, observasi dan dokumentasi yang dianalisis menggunakan reduksi data, display data, dan verifikasi data. Hasil dari penelitian menunjukkan bahwa kemampuan membaca awal peserta didik telah berkembang baik dan sesuai dengan tahapan usianya. Anak dapat mengenali, mengelompokkan, memahami huruf dalam sebuah kata, dan membaca sederhana. Hal tersebut didukung oleh berbagai strategi yang menekankan pada pengenalan huruf bermakna. Di antaranya kereta kata, mengidentifikasi huruf dan kata yang ada pada buku cerita topik literasi, mengenalkan kata melalui penyesuaian dengan topik literasi, mengeja nama menggunakan lagu, membuat label nama pada benda, menulis nama diri dan nama proyek, dan rumah huruf.*

**Kata Kunci:** kurikulum, membaca awal, strategi pembelajaran, anak usia dini

### **A. Introduction**

The implementation of the Merdeka Curriculum was designed as an effort by the Indonesian government to restore the quality of learning to realize the transformation of Indonesian education in a better direction. The Minister of Education and Culture Regulation of the Republic of Indonesia Number 22 of 2020 explains that changing the 2013 curriculum to a Merdeka curriculum is flexible. The Merdeka curriculum focuses on developing students' character and skills in the outside world.<sup>1</sup>

According to the question and answer pocket book about the Freedom to Learn Curriculum in 2022, the Merdeka Curriculum is a curriculum with

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<sup>1</sup> Timur, Antonius Ferry. 2022. *Mencari Format Pengajaran Sejarah dalam Kurikulum Merdeka*. <https://www.kompas.com/edu/read/2022/11/06/083146671/mencari-format-pengajaran-sejarah-dalam-kurikulum-merdeka?page=all>. Diakses pada 1 Januari 2023

various intra-curricular learning. Students have sufficient time to explore concepts and strengthen competencies optimally. The Merdeka Curriculum helps teachers to choose teaching tools based on the needs and interests of students. Meanwhile, the Project for Strengthening Pancasila Student Profiles (P5) is included in co-curricular activities. P5 was developed based on specific themes set by the government. This program is not tied to a specific subject matter and is not directed to meet learning achievement targets.

In the introductory material for implementing the 2022 Merdeka curriculum, it is said that it will be adopted in stages. According to their respective readiness, educational units study the curriculum, conduct school assessments, and then determine the choice of curriculum implementation.

Schools can consider three options to implement a Merdeka curriculum. These options are independent learning, independent change, and independent sharing. Independent learning is the application of several independent curriculum teaching principles without changing the curriculum currently used in academic units. Merdeka has changed, namely, implementing the curriculum using teaching tools in academic units. Meanwhile, independent sharing, namely the application of an independent curriculum, but academic units may develop their teaching tools to be used.

The stages of implementing the Merdeka curriculum are; (1) design of academic unit operational curricula, (2) design of learning objectives flow, (3) lesson planning and assessment, (4) use and development of learning tools, (5) planning of projects to strengthen Pancasila student profiles, (6) implementation of strengthening projects Pancasila student profiles, (7) application of student-centered learning, (8) integration of assessments in learning, (9) learning according to student learning stages (elementary and secondary education), and (10) collaboration between teachers for curriculum purposes in learning.<sup>2</sup>

In Early Childhood Education, the Merdeka curriculum refers to learning outcomes of religious and ethical values, identity, basic literacy, and STEAM (science, technology, engineering, arts, and mathematics). The standard level of achievement of child development is used as a reference in implementing education. For children's play activities to become meaningful learning, students become centers of learning. The teacher acts more as a facilitator, mentor, and child partner in the child's development process.<sup>3</sup>

The Merdeka curriculum uses Developmental Outcomes as a guide in setting standards of learning objectives. Developmental achievements are divided into three major topics: religious and ethical values, identity, and the

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<sup>2</sup> Badan Standar, Kurikulum, dan Asesmen Pendidikan. 2022. *Tahapan Implementasi Kurikulum Merdeka*. Jakarta: Kementerian Pendidikan Kebudayaan Republik Indonesia

foundations of literacy, mathematics, science, technology, engineering, and art.<sup>4</sup> One topic of Developmental Achievement that is often discussed is how to create a school literacy environment. As the achievements of the development of literacy basics, children are stimulated to communicate feelings and thoughts verbally and in writing or use various media and build conversations. This ability is closely related to children's language skills.

Language is one aspect of child development that must be maximized. A child can communicate through language to express his feelings, thoughts, and desires.<sup>5</sup> In early childhood learning, language development focuses on two communication abilities, namely written communication or symbols and verbal abilities.<sup>6</sup> Oral communication is carried out through conversation, while symbolic communication is done through reading and writing comprehension.

At the kindergarten stage, literacy is not a significant learning achievement. Reading and writing for them is initial reading and writing, also known as initial reading ability. Beginning reading is reading that is taught programmatically or formally to preschoolers.<sup>7</sup> This program is complete words, meaningful in the personal context of children, and the material is taught through exciting activities and games as learning media. Beginning reading is an early stage for children to have reading skills, namely the ability to recognize writing as symbols or symbols of language so that children can pronounce the writing.<sup>8</sup>

Beginning reading is the initial stage of children learning to recognize letters or sound symbols and pronouncing them as a basis for further learning to read. Beginning reading learning is more focused on developing basic reading skills.<sup>9</sup> Basic reading skills include pronouncing letters, syllables, words, and sentences presented in written form into spoken form. The basic skills that must be possessed in early reading readiness for early childhood are auditory discriminating ability, visual discrimination ability, and recognition of seeing words. The elaboration is as follows: 1) the ability to distinguish auditory, namely the ability to distinguish the sound of the initial syllable in a word; 2) visual discrimination ability, namely the ability to

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<sup>4</sup> Kemendikbud. 2022. *Implementasi Kurikulum Merdeka*. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia

<sup>5</sup> Dhieni, dkk, N. (2014). *Metode Pengembangan Bahasa*. Tangerang Selatan: Universitas Terbuka.

<sup>6</sup> Suyanto, S. (2005). *Konsep dasar Pendidikan Anak Usia Dini*. Jakarta: Departemen Pendidikan Nasional.

<sup>7</sup> Susanto, A. (2011). *Perkembangan Anak Usia Dini*. Jakarta: Kencana Prenada Media Group.

<sup>8</sup> Sujarwo. (2016). Peningkatan Kemampuan Membaca Permulaan Melalui Media Video Compact Disc pada Anak Usia 5-6 Tahun. *Jurnal Pendidikan Dan Pemberdayaan Masyarakat*, 3(1), 30.

<sup>9</sup> Akhadiyah, S. 1993. *Bahasa Indonesia 1*. Jakarta: Depdiknas

understand and name the images seen; 3) recognition of seeing words, namely the ability to read words.<sup>10</sup>

Beginning reading emphasizes conditioning the child to enter and learn the reading material. According to Dhieni, children aged 5-6 years are in the take-off teacher stage (reading introduction stage).<sup>11</sup> At this stage, children start to like reading material and signs around their environment, for example, reading snack packs, drink bottles, billboards, and others. The child also begins to recognize the letters of the alphabet and remembers the shape of the letters and their context until, finally, the child understands that each letter has a different shape and meaning.

Beginning reading recognition can be done through various strategies. The goal is that the introduction to early reading can accommodate every difference in students starting from differences in learning readiness, interests, learning styles, and cognitive abilities. These differences can be the basis for teachers to determine appropriate learning activities.

Strategies for developing literacy in children aged 5-6 years include providing reading corners and structuring an environment that is rich in literacy. The reading corner is a place for children to choose, read or listen to the contents of books.<sup>12</sup> Teachers can provide books with a variety of themes so that the insights gained by children are more comprehensive and can bring up children's ideas/imaginings through the books provided. The selection of books is adjusted to the characteristics of children aged 5-6 years. According to Piaget, the individuals in the group are still in the pre-operational stage. Another strategy is to use reading books that are appropriate to these age characteristics, namely (i) books that display simple pictures as attractive illustrations, (ii) picture books that give children the opportunity to manipulate them, (iii) books that provide opportunities for children to recognize particular objects and situations that are meaningful to them, and (iv) story books featuring characters and plots that reflect the behavior and feelings of children.<sup>13</sup>

In the Merdeka curriculum, initial reading skills are applied through various activities both in and outside of learning. Based on the results of observations in one of the national pilot kindergartens in Yogyakarta, emphasizing early reading skills was not carried out as a primary activity. But as a supporting and complementary aspect of other aspects. Reading and

<sup>10</sup> Hariani, S. 2010. *Pengembangan Kemampuan Berbahasa Anak Usia Dini*. Surabaya: Usaha.

<sup>11</sup> Dhieni, dkk, N. (2014). *Metode Pengembangan Bahasa*. Tangerang Selatan: Universitas Terbuka.

<sup>12</sup> Novrani, A., Caturwulandari, D., Purwestri, D., & Eka Annisa, I. F. (2021). *Pengembangan literasi untuk Anak Usia 5-6 Tahun*. 64. Retrieved from [https://paudpedia.kemdikbud.go.id/uploads/pdfs/TINY\\_20220709\\_130107.pdf](https://paudpedia.kemdikbud.go.id/uploads/pdfs/TINY_20220709_130107.pdf)

<sup>13</sup> Nurgiyantoro, B. (2015). Tahapan perkembangan anak dan tahapan perkembangan sastra anak. *FBS Universitas Negeri Yogyakarta, 2014(2)*, 198-222.

writing learning activities are not used as the main menu as implemented in the previous curriculum.

Children are not asked directly to learn to read and write but are guided during learning activities. For example, in literacy activities, it is not the child who reads the book but the teacher. However, in practice, the teacher stimulates children's reading skills by identifying letters, numbers, and simple sentences in literacy books. After that, a concept map writing activity was carried out, guided by the teacher.

Teaching to develop reading skills is more emphasized on meaningful reading. Meaningful reading focuses on meaningful sentences, is familiar with children's daily lives, and is often encountered. Meaningful reading is a strategy for introducing early reading through methods that are easier for children to understand. Meaningful reading activities at school are carried out by introducing letters, numbers, and various languages by spelling directly without spelling out syllables. For example, spelling "kereta."<sup>14</sup> as k-e-r-e-t-a, instead of k-e ke, r-e re, t-a ta, kereta. The activity of getting to know letters is better poured into fun activities. Like meaningful play activities.

Meaningful play activities can be played by playing applause, movement, songs, roles, and posters.<sup>15</sup> Role-playing activities aim to improve children's ability to communicate verbally, while making posters can stimulate children to understand that the writing on the poster has a purpose and can bring up their ideas through writing and train their creativity. At least these various activities have been implemented in schools.

Even though it is not a child's main development achievement task, it is interesting that the average child can do initial reading assignments like recognizing letters, grouping letters, and reading simple sentences. For this reason, researchers need to photograph how the implementation of early reading stimulation through the Merdeka curriculum, whose application is relatively new in Indonesia.

## **B. Method**

This study uses a case study method with a qualitative approach. This research was carried out from December 2022-January 2023. The research occurred at the Nur 'Aini Unit 2 Early Childhood Education institution. The location is in Yogyakarta, Indonesia. The data collection technique used is a non-test technique, either in interviews, observation, or documentation. The data collection process uses interviews, observation, and documentation as a guideline. Data analysis uses data reduction, data display, and data

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<sup>14</sup> Kereta in English = Train

<sup>15</sup> Novrani, A., Caturwulandari, D., Purwestri, D., & Eka Annisa, I. F. (2021). *Pengembangan literasi untuk Anak Usia 5-6 Tahun*. 64. Retrieved from [https://paudpedia.kemdikbud.go.id/uploads/pdfs/TINY\\_20220709\\_130107.pdf](https://paudpedia.kemdikbud.go.id/uploads/pdfs/TINY_20220709_130107.pdf)

verification. Then test the validity of the data using the triangulation technique by checking the credibility of the data to the same source with different techniques, namely interviews, observation, and documentation.

### **C. Result and Discussion**

Based on the observations, it was found that children in class B (second year of kindergarten) could show the letters a-z and distinguish one letter sound from another that had similarities. For example, children can distinguish between the sounds of the letters m and n, l and r, a and h, f and v, and p and v. This agrees with Haryanto that the introduction of initial literacy is carried out after the child is ready to read, understand letters, recognize letter sounds, recognize syllables, then recognize words and arrange them into simple sentences.<sup>16</sup>

The methods used to stimulate letter recognition include: *First*. Students are equipped with basic pre-literacy (reading and writing). However, what is unique here is that children are not asked to memorize letters of the alphabet but immediately spell meaningful words. For example, in the word KERETA, the child spells out the sound of the letters directly. *Second*, it is done by connecting syllables through the medium of syllable trains. Example BO-LA<sup>17</sup> continued to LA-GU<sup>18</sup> continued to GU-SI<sup>19</sup> continued to SI-KU<sup>20</sup> and so on. In this activity, the goal is for children to understand and connect syllables to other words spontaneously.

*Third*, the recognition of letters with the same sound as M and N can be achieved by students. The teacher's strategy is to repeat the stimulation with children who can already help/remind each other. Another example is calling names using alphabet letters, such as "D E S I S I N I." If the child does not understand specific vocabulary, for example, X and Y, the teacher will look for vocabulary that contains the letters X and Y to understand the child. *Fourth*, in the introduction of pre-literacy, the vocabulary used is adjusted to the ongoing theme/topic. For example, the Topic of Land Transportation Equipment is introduced to the five vocabularies of BUS, TERMINAL, TRUCK, CAR, and MOTORCYCLE. So that the child understands the letters contained in the word and also the meaning of the word.

*Fifth*, identify the letters in the storybook. The identification is thorough, not only of the letters in the storybook but starting with the details of colors, pictures, activities, differences in size, technological tools, and making children analyze books in depth. Regarding letter recognition, students are

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<sup>16</sup> Agus Hariyanto, *Membuat Anak Anda Cepat Pintar Membaca* (Yogyakarta: DIVA Press, 2009).

<sup>17</sup> Bola in Indonesian, English = Ball

<sup>18</sup> Lagu is Indonesian, and English = Song

<sup>19</sup> Gusi is Indonesian, English = Gum

<sup>20</sup> Siko is Indonesian, English = Elbow



asked to identify what letters are written and how they are read and develop similar words based on characters or pictures.



Figure 1. Identifying Letters in a Book

Children's overall ability to read pictures with simple words and sentences is good enough. When shown a book or poster with simple words and sentences, the child can read it. Children are also able to arrange letters into a word. Compiling activities using letter media are then arranged by the child into a word. It is under the opinion of I Gusti Oka in Herlina that reading begins with the ability to connect letters with sounds and read simple words and sentences.<sup>21</sup> Beginning reading skills in children aged 5-6 years help guide the basics of reading methods. The documentation results show that the child can stitch letters into a word.



Gambar 2. Menyusun Huruf Menjadi Kata

The observations also showed that group B children could read and show their names, show letter symbols, and make pictures according to various

<sup>21</sup> Herlina, E. S. (2019). Membaca Permulaan Untuk Anak Usia Dini Dalam Era Pendidikan 20. *Jurnal Pionir LPPM Universitas Asahan* Vol. 5 NO. 4 November-Desember 2019. <https://core.ac.uk/download/pdf/328163913.pdf>

5 scribbles or writings already in the form of letters or words. The results of these observations align with the initial literacy skills that children aged 5-6 years should have, based on indicators of language skills in children's early literacy in the Regulation of the Ministry of Education of the Republic of Indonesia 146 of 2014.<sup>22</sup> The documentation results show that the child can write his name without assistance.



Figure 3. The results of the child's writing, when writing the name

The method used in schools includes name presence using songs. Examples of the lyrics are as follows:

*"Alula itu namanya, hurufnya apa saja? a-l-u-l-a. A.....lula".*

The teacher can use a name sticker on the glass so that the child reads his name to use the glass. Let children write their own name and project name near the project as a form of letter recognition and reading skills.

Overall, the observation results also show that students can show letters according to their sound, name letters from word cards, read simple words, and arrange syllables into a word. The results of these observations are consistent with the theory of Dodge, Colker, and Heroman in Listriani<sup>23</sup> which states that early literacy is how children learn the basics of the ability to be able to read, write and have phonological awareness, namely being able to distinguish between the sounds of the letters of the words that are pronounced, know letters and words related to their sound; identify and write some letters and words; and have an interest in reading, namely learning to recognize writing from various texts.<sup>24</sup> Magdalena stated that a sign of a

<sup>22</sup> Kemendikbud. 2022. *Buku Saku Tanya Jawab Kurikulum Merdeka*. Jakarta: Kementerian Pendidikan Kebudayaan Republik Indonesia

<sup>23</sup> Listriani, Hapidin, dan Sumadi,

<sup>24</sup> Listriani, A., Hapidin, H., & Sumadi, T. (2020). *Kemampuan Keaksaraan Anak Usia 5-6*

child's initial knowledge of literacy is when the child begins to recognize letter symbols. The ability to recognize this is the basis for readiness to learn to read children.<sup>25</sup> Meanwhile, Winarti and Suryana explained that reading interprets letter symbols as meaningful sounds in a word.<sup>26</sup>



Picture 4. Kids are writing Project Name

When there are children who do not understand a word if the child does not understand specific vocabulary, for example, X and Y, the teacher will look for vocabulary that contains the letters X and Y to understand the child. Media for stimulation of character recognition is not with letter posters but letter houses. In the letter house, there are letters of the alphabet from A-Z. The children were asked to place objects based on their initial letters.

Based on the results of observations, one of the initial literacy skills that still need to be improved is the introduction and grouping of vowels and consonants. Most children need help understanding the concept of division. It is also supported by the results of interviews and documentation that the teacher has never taught material about letters explicitly in class. So that children's knowledge of letters is more directed towards understanding spelling, parts of letters, and the use of letters in a word, not oriented towards memorizing words as a whole and other word concept that are recommended to be taught independently by parents at home.

Based on the research results and discussion, it can be concluded that, on average, children have early reading abilities that are appropriate to their age stages. It is supported by various strategies that emphasize the recognition of meaningful letters. Instead of using memorization or teaching

5 tahun dalam Penerapan Metode Spalding di TK Quantum Indonesia. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 591. <https://doi.org/10.31004/obsesi.v5i1.680>

<sup>25</sup> Maqdalena, E., & Widiastuti, A. A. (2018). Meningkatkan kemampuan simbol huruf melalui permainan ular tangga pada anak usia 5-6 tahun di desa dukuh krajan rt 09 rw 01 kelurahan dukuh kecamatan sidomukti kota salatiga. *Satyawidaya*, 63(2), 1-3.

<sup>26</sup> Winarti, W., & Suryana, D. (2020). Pengaruh Permainan Puppet Fun terhadap Kemampuan Membaca Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(2), 873. <https://doi.org/10.31004/obsesi.v4i2.462>

letter concepts openly, it is more about learning letters through everyday words and being familiar with children. In more detail, we will discuss the suitability of the results of this study through three things: the strategy or method used, the school environment, and the teacher's role in learning.

First, in terms of method. Optimizing the achievement of children's literacy skills in early childhood education depends on the learning method used by the teacher. It is based on research by Rahmatika, Hartati, and Yetti, which states that in the group of children aged 5-6 years, some still have difficulty recognizing letters and assembling letters into words. There are difficulties for teachers in applying methods that interest children to master literacy optimally.<sup>27</sup> Meanwhile, Mardiyah, Siahaan, and Budirahayu stated that the role and skills of the teacher in selecting and implementing learning methods greatly influence the process of optimal child development.<sup>28</sup>

If we look at the research results, the methods used have varied and can attract children's interest. The method in question starts from the word train method, identifying letters and words in literacy topic story books, introducing words through adjustments to literacy topics, spelling names using songs, writing mind maps or concept maps, making name labels on objects, and writing personal names: and project name, and house letters. The mind map writing method is a method that activates the left and right brain and helps store information with a mind map system. The mind map method has the advantage of visualizing writing, pictures, and words in full color and attracting children's interest in reading.<sup>29</sup>

The following relevant method is Spalding, listening to the teacher reading a storybook. The Spalding method makes children enthusiastic when they hear and listen to the teacher's story highly and consistently. The teacher tells about the contents of books/pictures/objects as the topic of discussion that day so creatively that it attracts children's interest and attention. Based on a limited search online, only a few people use it. However, research on the application of the Spalding method was previously conducted by Latifah. That reveals using the Spalding method through image media to improve the ability to write free poetry in grade 5 students at SDN Babakan Ciparay 1 Bandung

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<sup>27</sup> Rahmatika, P., Hartati, S., & Yetti, E. (2019). Metode Pembelajaran Mind Map dan Berita dengan Gaya Kognitif, Pengaruhnya terhadap Kemampuan Membaca Permulaan. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 3(2), 548. <https://doi.org/10.31004/obsesi.v3i2.260>

<sup>28</sup> Mardiyah, S., Siahaan, H., & Budirahayu, T. (2020). Pengembangan Literasi Dini melalui Kerjasama Keluarga dan Sekolah di Taman Anak Sanggar Anak Alam Yogyakarta. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(2), 892. <https://doi.org/10.31004/obsesi.v4i2.476>

<sup>29</sup> Rahmatika, P., Hartati, S., & Yetti, E. (2019). Metode Pembelajaran Mind Map dan Ber cerita dengan Gaya Kognitif, Pengaruhnya terhadap Kemampuan Membaca Permulaan. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 3(2), 548. <https://doi.org/10.31004/obsesi.v3i2.260>

City.<sup>30</sup> The research was conducted through the Classroom Action Research method, which was carried out for two cycles. As a result, it was stated that there was a success with the application of the Spalding method through the medium of images which had an impact on increasing students' ability to write free poetry. This method is indeed appropriate for the introduction of early literacy.

Another suitable method is the alphabetical method.<sup>31</sup> The alphabetic method is carried out by teaching letters as elements of words, then arranging them into syllables, words, and sentences. That is applied in understanding meaningful words starting from recognizing words in sentences, spelling, composing, and making sentences. Some other alternatives are introducing several letters, assembling letters into syllables, assembling syllables into words, and composing words into sentences.

The development of early reading skills in children is not only influenced by the home environment but is also influenced by the school environment. A literacy-rich environment can support a child's early reading ability, which is influenced by school. An environment that stimulates literacy in early childhood is said to be a literacy environment.<sup>32</sup> In line with the presentation of Baroody and Diamond in Sinaga, Dhieni, and Sumadi, the classroom environment has a positive relationship with children's interest and involvement in reading and writing.<sup>33</sup> The literacy environment in the classroom in the form of objects is one way that can be used to improve children's early literacy skills. In line with Guo, Sawyer, Justice, and Kaderavek, aside from the teacher, an excellent physical environment stimulates children's early reading skills.<sup>34</sup>

Based on the results of observations, the arrangement of the literacy environment has been supported by reading corners, posters, and display media such as letter trains and letter houses. The literacy environment displayed in class is expected to foster children's interest in reading and writing. That is relevant to Siron's statement that the arrangement and

<sup>30</sup> Latifah, E. (2015). *Peningkatan Kemampuan Menulis Puisi Bebas dengan Metode Spalding Melalui Gambar*. Universitas Pendidikan Indonesia.

<sup>31</sup> Rmiyati. 1997. *Pembelajaran Bahasa Indonesia Kelas Rendah*. Jakarta: Depdikbud.

<sup>32</sup> Griffin, E. A., & F. J. Morrison. 1997. The Unique Contribution of Home Literacy Environment to Differences in Early Literacy Skills. *Early Child Development and Care*, 127(1), 233-243. <https://doi.org/10.1080/0300443971270119>

<sup>33</sup> Sinaga, E. S., Dhieni, N., & Sumadi, T. (2022). Pengaruh Lingkungan Literasi di Kelas terhadap Kemampuan Membaca Permulaan Anak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 279-287.

<sup>34</sup> Guo, Y., B. E. Sawyer, Justice, L. M., & J. N. Kaderavek. 2013. Quality of the Literacy Environment in Inclusive Early Childhood Special Education Classrooms. *Journal of Early Intervention*, 35(1), 40-60. <https://doi.org/10.1177/1053815113500343>

appearance of objects in class influence children's behavior.<sup>35</sup> The literacy environment related to classroom management should be easily accessible and used by all students. Agree with Hoffman, Sailors, Duffy, and Beretvas that teachers should provide a literacy environment that is easily accessible to children so they can use it optimally.<sup>36</sup>

Based on the teacher's role, according to Ghoting and Diaz in Sari, literacy in early childhood does not force children to be able to read but raises their interest in reading material as a foundation for reading so that when it is time for children to learn to read, they are better prepared.<sup>37</sup> Early reading skills in children require stimulation from teachers as parents at school.

Based on the results of Listriani's research, it was conveyed that in order to generate interest in reading in children, teachers can package them in fun activities, according to the characteristics and age stages of children's development, for example, in games that allow children to be able to explore letters, words, to the meaning of reading.<sup>38</sup> When viewed from the observations, the application of fun learning, as in Listriani's study, has been implemented. For example, the teacher provides stimulation and opportunities for children to explore letters, words, and meaning in reading.

In addition, Novrani revealed that teachers must also be able to provide meaningful literacy support for children by; (1) creating a comfortable and pleasant atmosphere. Children are always allowed to express ideas, information, and feelings. That will make children confident and train children to be good listeners; (2) treat children concerning feeling accepted and trusted in exploring something; and (3) encourage children to think critically by asking open questions. Open questions can encourage children to explain, tell, or provide information according to their understanding. If the answer given by the child has deviated, then the teacher's job is to guide and direct to the correct answer without dropping and blaming the child's answer.<sup>39</sup> The teacher has also applied these three things in learning

<sup>35</sup> Siron, Y. 2019. Kendala Guru PAUD Mengembangkan Sentra Membaca dan Menulis (Studi Kasus di Jakarta Timur). *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 10(2), 145-152. <https://ejournal.upi.edu/index.php/cakrawaladini/article/view/15212/10628>

<sup>36</sup> Hoffman, J. V., M. Sailors, Duffy, G. R., & S. N. Beretvas. 2004. The Effective Elementary Classroom Literacy Environment: Examining the Validity of the TEX-IN3 Observation System. *Journal of Literacy Research*, 36(3), 303-334. [https://doi.org/10.1207/s15548430jlr3603\\_3](https://doi.org/10.1207/s15548430jlr3603_3)

<sup>37</sup> Sari, D. Y. 2017. Peran Guru dalam Menumbuhkan Literasi Melalui Bermain Pada Anak Usia Dini. *Golden Age: Jurnal Pendidikan Anak Usia Dini*, 1(2). <https://doi.org/10.29313/ga.v1i2.3316>

<sup>38</sup> Listriani, A., Hapidin, H., & Sumadi, T. (2021). Kemampuan Keaksaraan Anak Usia 5-6 Tahun dalam Penerapan Metode Spalding di TK Quantum Indonesia. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 591. <https://doi.org/10.31004/obsesi.v5i1.680>

<sup>39</sup> Novrani, A., Caturwulandari, D., Purwestri, D., & Eka Annisa, I. F. (2021). *Pengembangan literasi untuk Anak Usia 5-6 Tahun*. 64. Retrieved from [https://paudpedia.kemdikbud.go.id/uploads/pdfs/TINY\\_20220709\\_130107.pdf](https://paudpedia.kemdikbud.go.id/uploads/pdfs/TINY_20220709_130107.pdf)

activities. So, the teacher's role has supported kindergarten children's early reading literacy activities.

#### **D. Conclusion**

Kemampuan membaca awal peserta didik di lembaga Pendidikan Anak Usia Dini Nur 'Aini unit 2 Yogyakarta telah berkembang dengan baik dan sesuai dengan tahapan usianya. Anak dapat mengenali, mengelompokkan, memahami huruf dalam sebuah kata, dan membaca sederhana. Hal tersebut didukung oleh berbagai strategi yang menekankan pada pengenalan huruf bermakna. Among them are word trains, identifying letters and words in storybooks on literacy topics, introducing words through adjustments to literacy topics, spelling names using songs, making name tags on objects, writing personal names and project names, and house letters.

However, one aspect cannot be fulfilled, namely, the child's ability to recognize and classify vowels and consonants. Thus, this concept can be used as a focus in stimulating early reading skills in children. That way, children can understand the types of letters and know how to read and understand the types of letters themselves.

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