



# Literacy Read and Write in the Application of the Independent Curriculum

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## ABSTRAK

Pemerintah berhasil merancang kurikulum namun kendala dalam literasi, matematika, dan sains terkendala dalam pelaksanaannya sehingga diadakan performance lebih lanjut. Penelitian ini bertujuan untuk menganalisis penerapan kurikulum mandiri pada literasi keterampilan berbahasa Indonesia di kelas IV Sekolah Dasar. Jenis penelitian ini adalah kualitatif. Pendekatan yang digunakan adalah pendekatan penelitian kualitatif. Partisipan dalam penelitian ini adalah siswa kelas 4 (empat) sekolah dasar, guru, dan kepala sekolah. Teknik pengumpulan data dilakukan melalui triangulasi data (gabungan). Instrumen yang digunakan dalam mengumpulkan data adalah kuesioner. Teknik analisis data terdiri dari pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Hasil kajian membuktikan bahwa pola penerapan kurikulum mandiri literasi pada pelajaran bahasa Indonesia kelas 4 dapat digunakan dengan 4 (empat) aplikasi. Pertama, ada pelatihan literasi baik di kelas maupun di luar kelas. Kedua, mengasuh siswa. Ketiga, kerjasama antara guru kelas dan kepala sekolah tentang program sekolah yang dilaksanakan di kelas. Keempat adalah kebiasaan membaca. Dengan keempat penerapan tersebut diharapkan kemampuan literasi siswa dapat merata di seluruh Indonesia sehingga generasi bangsa Indonesia dapat menjadi generasi muda dengan menghasilkan prestasi terbaik.

## ABSTRACT

The government succeeded in designing the curriculum but the obstacles in literacy, mathematics, and science were constrained in implementation so that further performance was held. This study aims to analyse the independent curriculum's implementation on literacy in Indonesian language skills in grade 4 elementary school. This type of research is qualitative. The approach used is a qualitative research approach. Participants in this study were students in grade 4 (four) elementary schools, teachers, and principals. Data collection techniques were carried out through data triangulation (combined). The instrument used in collecting data is a questionnaire. The data analysis technique consists of data collection, data reduction, presentation of data, and concluding/verification. The study results prove that the pattern of applying the independent curriculum to literacy in Indonesian language lessons in grade 4 can be used with 4 (four) applications. First, there is literacy training both in class and outside the classroom. Second, parenting students. Third, collaboration between class teachers and school principals regarding school programs implemented in class. Fourth is the habit of reading. With these four applications, it is hoped that students' literacy skills can be evenly distributed throughout Indonesia so that the generation of the Indonesian nation can become the younger generation by producing the best achievements.

## 1. INTRODUCTION

The Program for International Student Assessment (PISA) is a three-year program that measures the performance of 15-year-old students in reading, math, and science. The PISA test is not curriculum-based but rather measures the knowledge and skills needed in modern society (Pulkkinen & Rautopuro, 2022; Wicaksono & Sayekti, 2020). The results of the 2018 PISA, Indonesia ranked 74th out of 79 participating countries in the category of literacy, mathematics, and science (Afriyanti et al., 2018; Hewi & Shaleh, 2020). In response to this, Nadiem Makarim, Minister of Education, Culture, Research, and Technology for the period 2019 to 2024, conducted a new evaluation by introducing a new curriculum.

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What is meant by "independent curriculum" is a curriculum with a heavy burden (Aziz, 2011; Indarta et al., 2022). The first stage is learning, the second stage is the implementation process, and the third stage is comprehensive. It can be concluded that the independent curriculum is learning chosen by educational institutions according to the abilities of their students. Literacy activities in elementary schools must be strengthened to support the national policy of free learning and strengthen their curriculum (Hattarina et al., 2022; Muliantara & Suarni, 2022). The reason is elementary school has meaning as the first accent before going to the next detail, this chant must be well made and strong, to be able to produce great young people. Reading and writing are related to one another. Through reading, children absorb information such as how to make sentences and how to make words effectively in writing and speaking, thereby increasing vocabulary and language skills (Khofifah & Ramadan, 2021; McLeod et al., 2019; Wang et al., 2020). Elementary school students face various writing difficulties, from forming letters to organizing their ideas, such as using grammar, using punctuation marks, and using correct spelling (Thomas et al., 2020; Wen & Walters, 2022). Reading and writing are what will enter into literacy. Law Number 3 of 2017 concerning the Bookkeeping System states that "literacy is the competency to interpret information critically which makes science and technology accessible to all to improve the quality of life". Literacy is about being aware of the language one speaks and hears in a completely different way (Bowcher & Zhang, 2020; Sultana, 2019). Literacy in reading and writing is the initial vocalist for further literacy. Therefore, students must be able to be literate in reading and writing before starting other literacy.

Base on observation in SD Muhammadiyah 19 Surabaya is an elementary school owned by Muhammadiyah Charity which is located at Jalan Ampel Kesumba No. 14 Ampel, Surabaya City. This school has the same grade level as schools in general, namely class I to class VI. The implementation of the independent curriculum at SD Muhammadiyah 19 Surabaya took place in two classes, class I and class IV. When the observation was carried out in grade 4 (four) at SD Muhammadiyah 19 Surabaya, there were 18 students. It was found that 1 student could not read and write, and 3 students did not understand the content of the reading and writing itself. If students just read without analyzing, the information will be invisible and not conveyed correctly. In addition to the problems found in schools, based on research results of previous study show that human resources in Indonesia, apart from curriculum design to implementation in schools, encounter significant obstacles where the government succeeds in designing curriculum but is constrained in implementation (Pratikno et al., 2022).

The existence of previous research has shown that literacy and independent curriculum if implemented properly will be able to produce critical generation seeds. This research is the same as previous research that state the application of real-world literacy-based learning strategies includes differentiation of material, process, and results (Hidayah et al., 2021). Students can bring new nuances of learning Indonesian at school and make learning more creative and innovative. In addition, implementing best practices in teaching literacy has created a foundation for the core principles: (1) knowing students and teaching diagnostically; (2) involving students in authentic literacy experiences, meaning students' opportunities to read, write, listen, and speak in integrated and meaningful ways; and (3) integrated reading, writing, listening, and speaking (Condie & Pomerantz, 2020; Krissandi & Rusmawan, 2015). From this research, it can be interpreted that literacy is not just being able to read and write. However, students must be able to understand and speak properly and correctly. Especially now SD Muhammadiyah 19 Surabaya has used the independent curriculum. With the growing popularity of the independent curriculum in schools, school leaders are encouraged to promote various types of participatory, unique, and innovative programs, and work with teachers to support them, so that students can become critical thinkers who are independent, creative, collaborative and varied (Mazid et al., 2021; Sumarsih et al., 2022).

The disparity of this study, together with previous research, focuses on the level of literacy in Indonesian language subjects which have a function as a communication tool. According to previous study all information can be easily communicated to Indonesians using the same language, Indonesian (Kusuma, 2020). Concerning the independent curriculum, learning activities are chosen by educational institutions according to the abilities of their students, and teachers use existing infrastructure according to school conditions. The author examines literacy in reading and writing on the topic of Indonesian language lessons. The topic of Indonesian lessons forms the basis for other topics because the use of Indonesian is used in all subjects. The pattern of implementing this curriculum will affect how literacy can be implemented. If the application of literacy to read and write in learning Indonesian in the independent curriculum is implemented properly, it will produce good students, and vice versa. Literacy competence in reading and writing is very important because it has an attachment to one another. It is also stated by (Bowcher & Zhang, 2020) that competency in written language is very important for competence in overall educational schools. With these description and problems, the author interesting in conducting a

study to analyze the implementation of literacy in Indonesian language lessons in the implementation of the independent curriculum for grade 4 SD Muhammadiyah 19 Surabaya with the research title "Implementation of Literacy in Literacy in the Implementation of the Independent Curriculum".

**2. METHOD**

The research approach used in this study is qualitative. The research approach used in this study is a qualitative research approach. Research quality is an approach to natural phenomena or symptoms during the research (Abdussamad, 2021). Participants in this study were students in grade 4 (four) elementary schools, teachers, and principals of SD Muhammadiyah 19 Surabaya. Data collection techniques are carried out through data triangulation or data combinations and are inductive, qualitative research findings emphasize relevance rather than generalization. Qualitative research is not clear and certain at the beginning of the problem, so the instrument is the researcher himself, but when the problem to be studied is clear, then the tool can be developed (Sugiyono, 2017).

Triangulation of data collection use in this study includes 1) Observation. Observation is a technique or method used to systematically collect information about research topics, both directly and indirectly (Hardani et al., 2020). In practice, the researcher jumped in to see and hold discussions with the teacher on the spot as advice before mixing with students. 2) Interview. The interview is a discussion process in which questions are asked and answered directly (Condie & Pomerantz, 2020; Hardani et al., 2020). After observing, the teacher participated in interviews about students' abilities related to the content of learning Indonesian in the implementation of the independent curriculum. Interviews were conducted face-to-face with the respondents. This study uses open interviews. The technique used in this interview is a semi-structured interview. This technique was chosen because it can develop questions and discuss problems. During the interview, introduce yourself first. Then the researcher asks questions, takes notes, and records them as evidence. Interviews lasted for one to 2 hours in one meeting. This is also in line with previous study which says that if one interview is conducted for less than 3 hours, the researcher needs to double-check the results, and must rewrite what is needed without changing the contents of the interview, and must also maintain identity respondent (Marmoah & Poerwanti, Suharno, 2022). 3) Documentation. Documentation is the collection of information obtained through documents (Hardani et al., 2020). The documentation in this study was in the form of questionnaires from interviews, photos and videos. In addition, researchers also recorded interview activities using a voice recorder on a cellphone. Then the observations are transcribed word for word.

This research instrument uses indicators of literacy and several supporting theories. To find out the pattern of implementing the independent curriculum based on student responses, researchers used indicators from several theories that could be problematic instruments Table 1.

**Table 1. The instrument for Observing Student's Literacy**

No	Observed Aspects	Observer Findings
1	Student's ability to read.	Analyze "yes" or "no" answers by describing them.
2	Student's ability to write what they have read (student understanding).	Analyze "yes" or "no" answers by describing them.
3	The ability of students to tell stories with a variety of vocabulary is used.	Analyze "yes" or "no" answers by describing them.
4	Student's ability to use correct grammar, punctuation, and spelling. Punctuation marks in conversation include (.), (,), (?), (!), and ("..."). Analyze "yes" or "no" answers by describing them.	Analyze "yes" or "no" answers by describing them.

Furthermore, knowing the responses from teachers and school principals, researchers using indicators from the Ministry of Education, Culture, Research, and Technology stated that good indicators in measuring literacy in schools are 1) class base, 2) school culture, and 3) society. Due to time constraints, the researcher only used class base indicators to find out the pattern of applying the independent curriculum to literacy in Indonesian language learning in grade 4 based on the responses of teachers and school principals. The instruments have arranged as show in Table 2.

Data analysis consists of three streams of activity simultaneously, namely data reduction, data presentation, and conclusion. The data analysis technique used in this study (Miles et al., 2018). The stages of data analysis are explained as follows 1) Data collection, during data collection, data analysis can also be carried out simultaneously. Data is everything that is seen, heard, and felt. The data obtained is not

definitive data that can be directly analyzed to reach definitive conclusions. 2) Data reduction, interpreted as a selection process that focuses on simplification, abstraction, and transformation of raw data generated from written records in the field. 3) Presentation of data, limits the presentation of structured information allowing conclusions to be drawn and actions to be taken. 4) Concluding/verification, the meaning obtained from other information must be checked for its validity, longevity, and its application.

**Table 2. Teacher and Principal Interview Instruments**

No	A List Of Questions	Answer
1	Have you ever held literacy training at school or outside of school?	Described.
2	How many times in 3 months is literacy training held?	Described.
3	Do you, as a trainer, use and apply literacy with learning media or projects?	Described.
4	What learning media do you use in implementing literacy in class?	Described.
5	How many students are taking AKM in October 2022?	Described.
6	What is the score of students taking AKM in October 2022?	Described.

### 3. RESULT AND DISCUSSION

#### Result

The results of observations on reading ability in grade 4 elementary school stated that 15 out of 18 students in grade 4 (four) were able to read fluently, 2 (two) students read quite fluently, and 1 (one) student who was not yet fluent in reading because he had limitations/ special needs. These results can include good results because schools implement reading programs before starting learning. The results of the observation of the ability to write what has been read (student comprehension) have quite the same results, namely, 15 out of 18 students can write well, 2 (two) students can write quite well, and 1 (one) student is not fluent in writing because some have limitations / special needs. When the researchers made observations in reading and writing skills, the researchers asked each other students to read and write in each student's seat. The observation results of students' ability to repeat what was said by the teacher who mastered vocabulary stated that not all students could retell with various kinds of vocabulary. Because there were 3 students out of 18 who could not retell because of a lack of vocabulary (telling using repeated words).

Observation results in students' ability to use correct grammar, punctuation, and spelling. Punctuation marks in conversation include periods (.), commas (,), questions (?), exclamations (!), and double quotes ("..."). Stating that when he reads the text of the conversation by moving forward with his seatmate. Of the 18 students, overall they already know punctuation. However, there were 2 (two) students who did not fully understand punctuation in their pronunciation. When given a one-time example using the strategy students must pay attention so that they are easy to understand and do it, namely by using a voice that can be heard throughout the class and the act of imitating the text in the conversation creatively. The process of student observations is show in [Figure 1](#). Base on [Figure 1](#) it is clear evidence that when observations are made, students pay good attention to the observer. In addition, they are also enthusiastic when asked to read, write, and tell stories (understanding of meaning). The results of the participation aspect of literacy training were obtained, namely, the teacher stated that he had conducted literacy training at school. This literacy training is carried out before learning as a form of implementing the program that has been held by the school, namely Reading Minutes. Reading minutes means being required to read and write before students study for 10-15 minutes. Then for literacy training outside of school, the teacher has also held literacy activities for grade 4 children at the Surabaya City Education Museum.

Aspects of learning media supporting literacy in class are the supporting learning media used. The teacher stated that the learning media used when learning Indonesian were books because in learning Indonesian there were a lot of reading texts, so media used were books. The project, in learning Indonesian, has never been a project. However, other studies have been carried out, such as the implementation of the plant herbarium project in science learning. For school principals regarding the use of learning media and projects, these two matters are fully left to the respective homeroom teachers. Each homeroom teacher is ordered to make a program in his class while remaining bound to the existing school program with the name "CERIA" which means Smart, Effective, Religious, Innovative, and Accelerative.

This includes the implementation of an independent curriculum for teachers because the principal gives freedom to teachers in their work. Interviews were conducted with teachers and school principals to support research findings, whether the narrations spoken by teachers and school principals were appropriate to the subject level. The research results of this activity will affect the final results of researchers.

The aspect states that Indonesia's 2018 PISA results are ranked 74th out of 79 PISA participating countries in the category of literacy, mathematics, and science. With this event, the minister of education made a breakthrough with the AKM (Minimum Competency Assessment) in grade 5. Indirectly, in grade 4, student preparation support was held to make it easier for students in grade 5. Future preparations will refer to the current grade 5 which has succeeded in following the AKM with as many as 9 students. This number corresponds to the total number of students in the school. Even the scores obtained accumulating "Good" with student interval results of 80-90.



**Figure 1.** Student Observations

## Discussion

In the following, the researcher will discuss the analysis of the pattern of applying the independent curriculum to literacy in Indonesian language lessons in grade 4 (four). Related to students' ability to read, write, tell stories, and use correct grammar, punctuation, and spelling. The existence of reading programs, in particular, led to students listening in whole-group settings rather than reading independently, due to the one-size-fits-all nature of the text and some students had difficulty reading or understanding the text (Condie & Pomerantz, 2020; Montag, 2019). The importance of reading together will affect other people, especially students who are lazy to read. The habit of reading must be applied. Through reading, children absorb information to form sentences and how use words effectively in writing and speaking (Strouse et al., 2018; Wang et al., 2020).

The concept of reading is inseparable from writing. In literacy practice, reading and writing are not independent activities, even though they are carried out by one person. Writing, allows them to produce high-quality personal stories (Rojas-Drummond et al., 2017; Santiago Schwarz & Hamman-Ortiz, 2020). With good writing skills, like good reading skills, everyone gains broader knowledge and experience, which makes the reader's vocabulary more diverse. The ability to read and write will be supported by the use of vocabulary when telling stories, as well as the use of correct grammar, punctuation, and spelling. Evidence suggests that lexical knowledge (usually measured by vocabulary knowledge) is a strong predictor of literacy development among young monolinguals (Li et al., 2021; Rinawati, 2020). For many students, speaking in front of the class, even if only asking questions, is an activity that is difficult to do. The use of grammar, punctuation, and spelling must be balanced with reading and writing patterns because these two patterns will cause the words that come out when speaking to be orderly pattern. This is used when in class if there are students who are wrong in using it. The teacher must be able to provide examples and strategies so that students understand. The importance of teaching reading comprehension strategies, this research shows how, by allowing children to interact

dialogically together, they are better able to utilize their knowledge (Rojas-Drummond et al., 2017; Selfiyanti et al., 2022).

The difference in the number of abilities possessed by students is between the ability to read, write, and tell stories that do not have much difference. From this discussion, it can be concluded that when students are less able to read, students are also less able to write and tell stories, because reading and writing are interrelated. Reading and writing influence and reinforce each other as they develop together, but not in the same direction (Shara et al., 2020; Thomas et al., 2020). Literacy training in reading and writing is very necessary for upholding the level of literacy ability of students. This training can also be incorporated into student parenting. According to previous study states that there are two or three types of training (reading books, trying skills in practice, listening to lectures, and interacting with web-based courses) that have a significant impact on mastery and retention (Krasnova, 2015). There is training that present content in multiple representations (text, images, video, audio, media everywhere) to accommodate different teaching and training strategies, learning outcomes, assessment methods, and feedback mechanisms. Other study stated that the key aspect is the pedagogical use of various tools, resources, and services to enhance the student experience (Philippe et al., 2020). This experience will make students feel happy about literacy.

The school program will have attachments between one party and another. When the principal organizes a school program, the teacher must be able to implement it, both within the classroom and outside the classroom. Teacher perceptions are closely related to teacher performance (Faradita & Afiani, 2021; Novak & Tassell, 2017). This is the use of reading and writing literacy learning media in class. Here the teacher uses book media to support learning in class, however, the teacher sticks to the existing program. Media use The relationship between books and writing has a missed opportunity because the purpose of writing is to communicate messages through print media (Dewantara et al., 2022; Thomas et al., 2020). The implementation carried out by educational institutions implementing the independent curriculum for literacy in Indonesian language subjects are carried out through collaboration and communication with school principals. From these various attitudes, schools can produce graduates who are capable of literacy.

The implication of this research is that educational institutions can produce students with good literacy skills, as evidenced by the achievement of the AKM (Minimum Competency Assessment) national standard in the implementation of the independent curriculum. With these 4 (four) applications, it is hoped that the literacy skills of students can be evenly distributed throughout Indonesia so that the generation of the Indonesian nation can become the younger generation by producing the best achievements. However, this research is limited to the scope of research, especially research subjects which only involve one school, namely SD Muhammadiyah 19 Surabaya. Therefore, it is hoped that future research will be able to deepen and broaden the scope of research related to the implementation of literacy in an independent curriculum.

#### 4. CONCLUSION

This study states that the pattern of applying the independent curriculum to literacy in Indonesian language lessons in grade 4 (four) can be applied with 4 (four) applications, namely literacy training both in class and outside the classroom, student parenting, collaboration between class teachers and the principal of the school program implemented in the class, as well as the habit of reading. Reading and writing are closely related because they develop together. These applications must be carried out in practice, bearing in mind that the independent curriculum is learning chosen by educational institutions according to the abilities of their students. Communication and cooperation between schools and teachers must be mutually maintained so that education in Indonesia can be implemented properly. The researcher hopes that the 4 (four) implementation of the independent curriculum for literacy in Indonesian can be applied in any school, with the context of giving freedom to students and direction for teachers.

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