

Digital Phonics Literacy Media to Support the Initial Reading Skills of First-Grade Students in Multicultural Bilingual Schools

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Abstrak

Literasi di Indonesia masih tergolong sangat rendah dan ruang lingkup literasi peserta didik di Indonesia masih sangat sempit dimana masih meliputi kegiatan membaca bukan memahami. Penelitian ini bertujuan untuk menciptakan media literasi fonik digital bahasa Indonesia terhadap kemampuan membaca permulaan peserta didik kelas I sekolah dasar multikultural. Penelitian dikembangkan dengan model ADDIE. Subjek penelitian adalah para ahli, guru kelas I sekolah dasar, dan peserta didik bilingual di sekolah multikultural. Metode pengumpulan data dengan observasi, wawancara, tes dan angket. Analisis data dilakukan dengan deskripsi kualitatif dan kuantitatif. Hasil analisis menunjukkan media literasi fonik digital bahasa Indonesia terdiri dari buku cerita digital, poster dan lagu fonik dikemas dalam websites dengan aplikasi Google sites. Validitas media, materi dan bahasa pada media literasi fonik digital Bahasa Indonesia menunjukkan kategori yang sangat tinggi. Media literasi fonik digital menunjukkan kategori sangat praktis dengan tingkat kepraktisan 80%-100% dengan capaian nilai respon guru sebesar 89,38% dan respon hasil kolaborasi orang tua dan peserta didik sebesar 88,75%. Efektivitas media menunjukkan kategori besar dengan kontribusi yang signifikan bagi kemampuan membaca permulaan peserta didik. Koefisien effect size tes yang diujikan adalah 1,53 dan 1,86 pada hasil analisis observasi kemampuan membaca permulaan peserta didik bilingual di sekolah multikultural Sekolah.

Kata Kunci: Kemampuan membaca permulaan, Media literasi fonik digital, Dwibahasa, Sekolah multikultural.

Abstract

Literacy in Indonesia still needs to be improved, and the scope of literacy of students in Indonesia still needs to be narrower, including reading activities not understanding. This research aims to create Indonesian digital phonics literacy media for the beginning reading ability of first-grade students in multicultural elementary schools. The research was developed with the ADDIE model. The research subjects were experts, grade I elementary school teachers, and bilingual learners in multicultural schools. Data collection methods were observation, interview, test, and questionnaire. Data analysis was done with qualitative and quantitative descriptions. The analysis shows that Indonesian digital phonics literacy media consists of digital storybooks, posters, and phonic songs packaged in websites with Google site applications. Media, material, and language validity in Indonesian digital phonics literacy media is very high. Digital phonics literacy media shows a very practical category with a practicality level of 80%-100%, a teacher response score of 89.38%, and a response to the collaboration of parents and students of 88.75%. The effectiveness of the media shows a large category with a significant contribution to students' beginning reading skills. The effect size coefficient of the test shown is 1.53 and 1.86 on the results of the observation analysis of the beginning reading ability of bilingual learners in multicultural schools.

Keywords: Early reading skills, digital literacy, phonic media, bilingual, multicultural school.

1. INTRODUCTION

Indonesian plays an important role as the state language, one of which is in education. In correlation with its role in the development of national education, Indonesian is used as the language of instruction for education at the early childhood, elementary, junior high, high school, and tertiary levels (Nathalia Angelina et al., 2021; Sibarani, 2019). Therefore, both in

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spoken and written form, Indonesian needs to and is important to be taught in every educational institution established in Indonesia, both for national and private schools, to schools that have the status of a Collaborative Education Unit (SPK). Indonesian language subjects are a scope that includes four components of language skills, including the ability to listen, speak, read, and write (Maulina et al., 2021; Supriadi et al., 2021). Indonesian language competency standards are sourced from language lessons. In this case, the language lesson in question is to communicate. Four abilities in Indonesian that need to be stimulated in education are given from the most basic education level (Andriyani et al., 2020; Mardani, 2022). Beginning reading skills are a major lesson at the lower grade level for all schools in Indonesia, including Collaborative Education Unit (SPK) schools (Antariani et al., 2021; Iskandar et al., 2021).

The Covid 19 pandemic affected all aspects, including aspects of the world of education. Most students and the community need more time to be ready for changes that refer more to the use of digital media in the distribution of learning activities for students (Ilmi, 2020; Suarsi et al., 2021). Prolonged distance learning during the Covid-19 pandemic resulted in a decrease in interest and literacy skills (literacy loss) in the world and among Indonesian students, especially for low-grade students (Lathief Dwi Putra et al., 2021; Wijayanti et al., 2020). Basic literacy indicators such as understanding sound symbols (phonics), letter symbols, syllables, and words to sentences are a big challenge in learning activities in the early grades, especially in literacy activities at schools during distance learning (Fortuna et al., 2021; Pratiwiningtyas et al., 2017). The activity of school literacy movement, which is one of the programs that has been widely implemented, has been established in Indonesia since the beginning (Joyo, 2018; Tri Yunianika, 2019). Literacy in Indonesia still needs to be higher, and the scope of literacy of students in Indonesia still needs to be narrower, including reading activities and not understanding. Based on the PISA survey (2019), Indonesia ranks 62nd out of 70 countries with low literacy levels. In concept, literacy activities are given to students in one unit so that they can support the success of students. Literacy activities with a holistic, integrative concept must be applied in the world of education for students (Mearns et al., 2020). Holistic, integrative literacy activities will become a strong foothold in their efforts to develop their literacy skills in lifelong learning activities.

Efforts to support improving students' skills in early reading require supporting creative media. The needs of students will influence the choice of media. By looking at the level of students who are still at the lower grade level, the media used is active-interactive media to stimulate interest and motivate students to improve reading skills for students with native speaker status and bilingual speakers (bilingual) (Ball et al., 2022; DeLuca et al., 2020; Rumlich, 2020). Based on this, providing education related to the introduction and use of ICT is a goal in implementing the Independent Curriculum at the elementary school level (E. P. Astuti, 2022; Kholik et al., 2022). Research on the development of Indonesian language phonic literacy media that can be accessed digitally (audio-visual) in collaboration with elements of movement (kinesthetic) that distinguish each letter sound. Digital phonics media in Indonesian that is being developed is perfected with a picture children's storybook that will link all the symbols (alphabet), motion posters, and songs of each sound of the letters (phonic) (Novianti, 2021). Previous research findings stated that using letter card media with children's early reading abilities (A. W. Astuti et al., 2021). Beginning reading skills will be more effective when using learning media (Anggraeni et al., 2019; Hermansyah et al., 2019; Sismulyasih, 2018). There needs to be a study of Indonesian digital phonics media literacy. This digital Indonesian phonics media was developed to support beginning reading activities for bilingual students who carry out learning activities in multicultural schools. Digital Indonesian phonics media is developed with integrated concepts with differentiated learning.

This study aims to create Indonesian language digital phonics literacy media for the initial reading ability of first-grade students of multicultural elementary schools. The existence of Indonesian digital phonics literacy media can help students improve their initial reading skills.

2. METHOD

Research is conducted using the Research and Development method known as research and development. The basis of research and development is product development that can be used in an institution to support learning activities to become effective and function for the wider community according to a multi-year or sustainable nature (Mujtaba et al., 2018). This research and development aim to develop an Indonesian language digital literacy media product to stimulate the initial reading skills of first-grade bilingual students in multicultural schools. The model used is the ADDIE model with steps according to Figure 1.

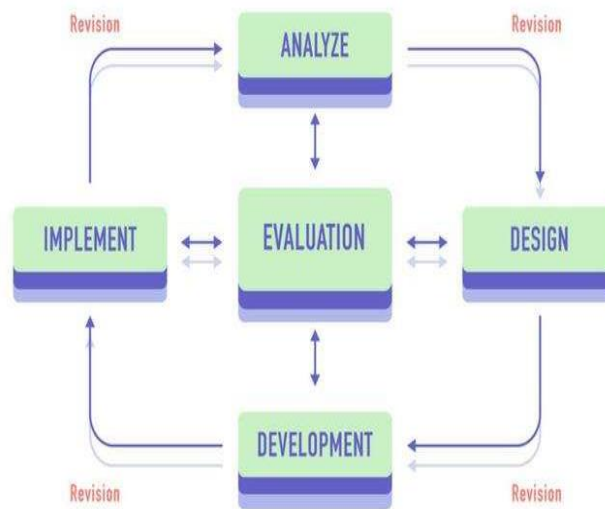


Figure 1. ADDIE Model Development Procedure

The development research subject of the developed media is digital phonics literacy media which was developed to stimulate the beginning reading skills of students with bilingual speakers in multicultural schools. The object of this research is the validity, practicality, and effectiveness of digital phonics literacy media to stimulate the beginning reading skills of first-grade bilingual students in multicultural schools. The media development stage with the ADDIE model goes through the process of needs analysis, student characteristics, curriculum analysis, media characteristics, and facilities analysis. The second stage is designs, with the steps of preparing an outline of media content, preparing instrument designs, preparing material descriptions, writing scripts, and designing media access. The third stage is development through the research product development stage, the product validation stage, and the small-scale trial stage for low-grade teachers in elementary schools. The fourth stage is the implementation, application, and gathering of information in the form of responses from teachers and students to determine the practicality and effectiveness of digital phonics literacy media to stimulate the initial reading skills of bilingual class I students in multicultural schools. The final stage is an evaluation carried out at each of the previous stages to refine the elements in digital phonics media to reach a level of acceptability. Data collection techniques in research on the development of Indonesian digital phonics literacy media can be shown in Table 1.

Table 1. Data Collection Techniques

Research data collection techniques for the development of Indonesian language digital phonics literacy media				
No	Formulation of the problem	Method of collecting data	Instrument	Respondent/examiner
1.	Design / Prototype	1. Interview 2. Observation	List of questions	1. Teacher 2. Students
2.	validity	1. Questionnaire	Questionnaire	1. Media Expert 2. Material Expert 3. Linguists
3.	Practicality	1. Questionnaire	Questionnaire	1. Teacher 2. Students 3. Parents
4.	Effectiveness	1. Observation 2. Interview 3. Test	1. Test 2. Rubric	1. Students

The instrument's validity must be measured by validators from teachers and lecturers with expertise in their fields. To measure the validity of the instrument and media used, Gregory. Based on the formula used, the results of the judgment (judgment experts) will be converted into a 2x2 cross-tabulation to determine the content validity coefficient. The classification of the results of content validity can be shown in Table 2.

Table 2. Classification of the Results of Instrument and Product Validity

Coefficient Range	Validity
0,80 – 1, 00	Very high
0, 60 – 0,79	High
0,40 – 0,59	Medium
0,20 – 0,39	Low
0,00 – 0,19	Very low

The practicality of digital phonics literacy media is obtained from teacher and student responses. The analysis used in the developed research was measured using a Linkert scale with intervals of 1-5, which then represents the practicality percentage. The practicality percentage is converted into a table of assessment criteria to determine the practicality category obtained, as shown in Table 3.

Table 3. Conversion of Product Practicality Assessment

Assessment	Qualification
80% - 100%	Very Practical
60% - 80%	Practical
40% - 60%	Practical Enough
20% - 40%	Less Practical
0% - 20%	Impractical

The effectiveness of digital phonics literacy media on the initial reading ability of first-grade students in multicultural schools was tested using a correlated t-test design to find an effect size. The requirements for the t-test used in data analysis in this study were the

normality test with Chi-Square. A variance homogeneity test is also a requirement for effectiveness testing. Test the hypothesis in this study using the t-test analysis technique. In this study, the ability difference test was carried out on the difference in the initial reading ability of the first-grade students at Dyatmika School before and after using digital phonics literacy media. To determine the magnitude of the effect of the product that has been made, the analysis is continued with an effect size analysis using the formula from Cohen's. The effect size calculation results are interpreted using the classification according to Cohen, presented in Table 4.

Table 4. Effect Size Classification

<i>d Score</i>	Interpretation
$0,8 \leq d \leq 2,0$	Big
$0,5 \leq d < 0,8$	Medium
$0,2 \leq d < 0,5$	Small

3. RESULT AND DISCUSSION

Result

Research is conducted using the Research and Development method known as research and development. The media development stage with the ADDIE model goes through the process of needs analysis, student characteristics, curriculum analysis, media characteristics, and facilities analysis. The analysis results show that literacy in Indonesia still needs to improve, and the scope of literacy of students in Indonesia still needs to be narrower, including reading activities not understanding. Based on the 2019 PISA survey, Indonesia ranks 62nd out of 70 countries with low literacy levels. The second stage is designs, with the steps of preparing an outline of media content, preparing instrument designs, preparing material descriptions, writing scripts, and designing media access. The design of the final product of Indonesian digital phonics literacy media is packaged in the form of a website that can be used with the help of digital devices such as tablets, smartphones, computers, and laptops connected to the network (internet). The content presented in Indonesian digital phonics literacy media is a continuous story of each letter sound from Aa-Zz, movement posters for each letter sound, and songs for each letter sound which are also presented in barcode form.

The initial appearance of the media is in the form of the media cover page, which contains the profile of the media developer, a brief description, and the purpose of the media. The Sub Menu display is a more detailed display of access to Indonesian Language Digital Literacy Phonics Media. In the initial appearance of the digital story, some instructions and links will make it easier for users (users) to access the content, which is a digital story from the sound of letters and sound symbols (letters) presented in a story entitled "Fifi's Adventure." The digital storybook "Fifi's Adventure" features continuous letters of the alphabet. Users (users) can click "Read Now." Digital books are arranged to introduce students to letters according to one of the indicators for starting a reading. The focused letters in the storybook are colored differently to stimulate students who use or access this storybook to know the shape and characteristics of each letter in the alphabet.

In the product display, instructions are presented that each letter sound has a different movement as a different representation, making it easier for users to remember the sound of the letters in the phonics song. Information about digital Indonesian phonics songs supports beginning reading skills that concentrate on recognizing the sounds of letters and letters. Indonesian phonics songs are uploaded to YouTube media and stored and embedded on the Indonesian digital phonics literacy media website. To return to the website's main menu,



Figure 6. Display of Letter-Sound Movement



Figure 7. Display of Indonesian Phonics Songs



Figure 8. Display of the "Back" Logo

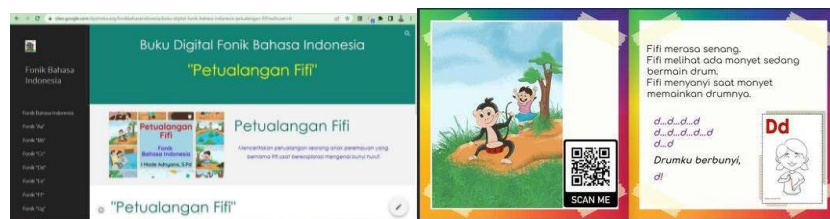


Figure 9. Display of the Indonesian Digital Phonics Book “Fifi's Adventure.”

The third stage is development through the research product development stage, the product validation stage, and the small-scale trial stage for low-grade teachers in elementary schools. The Indonesian digital phonics literacy media in this study was validated by experts based on three aspects: media experts, material experts, and linguists. Based on the results of the validation that has been carried out, the media validity coefficient in terms of media, material, and language is 1, so it can be concluded that the media validity of Indonesian digital phonics literacy in terms of language is in the very high category. Indonesian digital phonics literacy media can be accessed at the link <https://sites.google.com/dytmika.org/fonikbahasaindonesia/fonik-language-indonesia> by following the steps in Table 5.

Table 5. Steps to use Digital Phonics Literacy Media

Steps	Description
I	Enter the following link in the browser. The first-page view will appear on the browser layer.
II	Users can select the phonics menu on the left side view to be explored.
III	Users will be able to open the contents of each letter folder.
IV	Users can select other folders to be explored. One folder contains the complete phonics book with the “Fifi’s Adventures” story, movement posters, and phonics songs.

The fourth stage is the implementation, application, and gathering of information in the form of responses from teachers and students to determine the practicality and effectiveness of digital phonics literacy media to stimulate the initial reading skills of first-grade bilingual students in multicultural schools. Practicality Indonesian digital phonics media literacy is in the very practical category. The practical results of the Indonesian language digital phonics literacy media in the small group test assessment obtained from the collaboration responses of students and parents showed a percentage result of 84.08, and teachers' response in small groups was 84.50 with the category 80% - 100%. They are testing the effectiveness of this product through several test stages, the normality test, homogeneity test, t-test, and effect size test with Cohen's d formula to determine the magnitude of the effect of the resulting Indonesian digital phonics literacy media. The results of the great effectiveness of the implementation of this media in learning activities are shown by the effect size of this product which is in the category $0.8 \leq d \leq 2.0$. High effectiveness can be seen after this media is implemented in integrated activities where students can recognize vowel and consonant letters. The final stage is an evaluation carried out at each of the previous stages to refine the elements in digital phonics media to reach a level of acceptability.

Discussion

Based on the analysis results, Indonesian Digital Phonic Literacy media products are in the category of great significance. Implementing learning activities using Indonesian digital phonics literacy media has had a major impact on the initial reading ability in pronunciation of letter sounds (phonemes) and recognition of letters in Indonesian for bilingual students at the multicultural school Dyatmika School. Significant changes also occur in developing attitudes of responsibility, cooperation, and tolerance of students when preparing for learning activities until the end of Indonesian language learning activities. The developed the Indonesian language digital phonic literacy media has been designed with planning and calculations to stimulate the early reading skills of low-grade bilingual students in multicultural schools. The initial reading ability, which is the basis for the development of this media, is the pronunciation of letter sounds and letter recognition (Antara et al., 2019; Antariani et al., 2021; Ritonga et al., 2022)—the results of the development of Indonesian language digital phonics literacy media present digital material. A digital storybook entitled "Fifi's Adventure" can significantly stimulate students to recognize letter sounds, begin reading by finding the initial letter sounds in words according to the alphabet, and stimulate attitudes during preparation to ending learning activities according to indicators of initial reading ability.

Indonesian digital phonic literacy media is a valid medium to be developed to support the beginning reading skills of bilingual students in multicultural schools, especially in activities that stimulate the pronunciation of phonemes and letter recognition according to the

Indonesian alphabet. The phonic song of each letter is also a hallmark of Indonesian language digital phonics literacy media. The songs created actively stimulate students to recognize, understand, and distinguish each letter sound in the alphabet (Novianti, 2021; Putri et al., 2022). Indonesian digital phonics literacy media can stimulate students to recognize and understand writing. The digital storybook "Fifi's Adventure" and the song lyrics for each phonic shown in the video are efforts made to improve the beginning reading skills of students in the lower grades, especially in introducing sound symbols. In addition, digital phonics literacy media also provides examples of words that represent initial letter sounds, such as examples the sound of the letter "j" in words "Jogja", "Jakarta", "Jalan-Jalan", the sound of the letter "m". in the word "mama", "makan", "manga", the letter "s" in the word "saya", "suka", "susu", "sapi".

The practicality of using Indonesian digital phonics literacy media shows the support of this media in stimulating beginning reading skills, especially in indicators of recognition and pronunciation of letter sounds as an initial reading step, recognition of letter shapes so that it can stimulate the combination of letter sounds to form syllables in Indonesian which will be used as experience and lighter for students to level the ability to read a word. Besides usage, the practicality of storing digital phonics literacy media has a very influential role in stimulating interest and beginning reading skills. It can be interpreted as the speed of access to material stored neatly and lasts long because it is digital. It will help users to be able to carry out repetition activities for material that has yet to be mastered. In addition, as a form of training in increasing competence in pronouncing letter sounds and letter recognition in Indonesian (Antariani et al., 2021; Salma, 2019). High effectiveness can be seen after this media is implemented in integrated activities where students can recognize vowel and consonant letters. They are also stimulated to know and pronounce vowel and consonant letters in their name prints. When learning activities use digital phonics literacy media, the development of students' abilities in reading syllables also develops very quickly.

Indonesian language digital phonic literacy media can also stimulate students' writing skills when they are motivated by seeing the shape of the letters and trying to write them on written media. Learners can easily read syllables by combining letter sounds, groups of vowels, and consonants that they choose randomly (blending). Students show enthusiasm and pleasure to explore in syllable-forming activities. This activity is the teacher's creativity to improve the beginning reading skills of first-grade further students. This finding is reinforced by previous studies stating that media can help students improve their beginning reading skills (Anggraeni et al., 2019; Havisia et al., 2021). Introducing syllables with innovative media can increase students' interest in reading (Hapsari et al., 2019; Rohman, 2017; Sari, 2020). It shows that digital phonic literacy media also shows a very high level of effectiveness for teachers who teach in first grade at Dyatmika School, East Denpasar. This research implies that using Indonesian digital phonic literacy media has a major impact on beginning reading skills in pronunciation of letter sounds (phonemes) and recognition of letters in Indonesian for bilingual students at the Dyatmika School.

4. CONCLUSION

Indonesian Digital Phonics Literacy media products are in the category of great significance. Significant changes also occur in developing attitudes of responsibility, cooperation, and tolerance of students when preparing for learning activities until the end of Indonesian language learning activities. The use of digital phonics literacy media is very easy and flexible. These factors can actively stimulate students, especially in pronouncing letter sounds and recognizing letters in a fun way, because access to learning resources can be selected and repeated when needed.

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