PROGRAM FOR DEVELOPING LITERATION ABILITIES FOR EARLY CHILDREN IN PANDEMI ERA COVID-19 IN THE VILLAGE OF KEMPEK KECAMATAN GEMPOL, CIREBON

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**Abstract**
The development of literacy in children is closely related to the ability to read and write. This research is motivated by the large number of early childhood children in primary school education who cannot read and write, where when the child is 7 years old, they should understand and understand letters or numbers, by reading, counting and writing. This research method uses qualitative methods with data collection techniques using interviews and documentation. The result of this research is that the development of literacy for children in the Covid-19 era can be done through tutoring forums, starting from learning to recognize letters, numbers, hijaiyah letters, drawing and so on. This can help children under 7 years of age to quickly recognize letters and so on. This development goal does not only affect literacy, but can foster self-confidence, love friends, and help others. With the tutoring (tutoring) can increase children under the age of 7 who managed to read and write properly and correctly.

**Introduction**

Education, is not only a matter of academic material but is broader than that (Tokan, 2016). The subject matter is actually only a very small part of all components of children's education (Yus, 2011). What is more important than that is the formation of character, such as being persistent and tough, orderly, clean, respectful and respectful of others, and so on. Some of these needs can of course be met at school. However, the most important role in educating children is parents. Education in the family environment makes parents the main educators of children, becoming one of the processes in
informal education (Jailani, 2014). Currently, all countries in the world, including Indonesia, are being hit by a health-related disaster known as the coronavirus disease or covid-19 (Nurislaminingsih, 2020). This virus does not only threaten public health but also the economy and education (Kriswibowo & Utomo, 2020). Public attention focuses on strategies to treat or avoid covid-19. The covid-19 outbreak is still ongoing and there is no sign of abating, all activities are carried out at home through an online system, either in the world of education or the world of work.

The Minister of Education and Culture issued Circular Number 4 of 2020 concerning the Implementation of Education in a Coronavirus Disease (Covid-19) Emergency that the application of learning from home does not mean that teachers only assign assignments to students but also communicate with parents to assist students in doing the assigned assignments. Low knowledge and understanding of families in family positions and responsibilities regarding children's education at home (Syahraeni, 2015). Lack of parental knowledge and understanding is caused by the lack of parental initiative to learn to support children’s education in the family without the parents realizing that the family actually has an important role in the child’s development and education. It is necessary to increase the knowledge of parents about how to educate children so that they run optimally (Widiananto, 2015). With the tutoring forum held in Kempek Village, it can help parents who have not been able to accompany their children to study a little. Being a good example is the best method of teaching the values of life to children during a pandemic.

Children have habits that are exemplified from the habits of their parents or family living together in one house. The child will imitate his family's behavior which has become a habit in everyday life. The educational function of parents is important in the process of guiding and educating children (Pandin, 2016). Realizing the educational function carried out by parents by understanding the patterns that must be given so that the knowledge given to children is more focused (Hakim, 2020). Parents need broader knowledge to realize the desired expectations.

The purpose of developing early childhood literacy in the Village of Kempek Cirebon is to increase the potential of children under 7 years of age to quickly recognize and understand letters and numbers before entering elementary school, and to teach about forms of love, mutual help, and do good to others.
Method Research

This research refers to the development of learning for children under 7 years of age so that they can read and write before entering the primary school level using the tutoring method for children in Kempek Village, Cirebon.

1. Research Design

This research method uses qualitative methods. In this study the discussion will focus on the development of early childhood literacy in the midst of the Covid-19 pandemic. Where this research is a research using primary data and secondary data. Primary data is obtained by means of interviews, while secondary data is obtained through various indirect sources.

2. Population and Sample

The population in this study were all students in the tutoring house. The sample is a part or representative of the population under study. The sample is considered to be representative of the population whose results are representative of the overall observed.

3. Data Collection Techniques

In this study, researchers used data collection methods by:

a. Documentation Method

Done by collecting data based on data or reports relating to research problems.

b. Interview Method

Researchers conducted interviews with the teacher at the tutoring house and a random number of children.

4. Data Analysis Techniques

a. Analysis before the field The author analyzes the data before the researcher enters the field. The analysis done by the author is on data from preliminary studies, or secondary data related to the development of early childhood literacy.

b. Post-field analysis
(1) Data Reduction
With data reduction, the authors summarize, take important and basic data regarding the development of early childhood literacy.

(2) Data Display
The presentation of the data that the author describes is a brief narrative description to be more specific about the development of early childhood literacy in the village of Kempek.

(3) Conclusion Drawing
Data regarding the application of early childhood literacy development in the village of Kempek.

(4) Deductive Analysis
The data analysis used in this study used deductive paragraphs because they were developed with a deduction pattern. Namely starting with a general explanation of things then explaining to specific things and this deductive paragraph can be seen from the main sentence which is located at the beginning of the verse.

**Result and Discussion**

Literacy comes from the Latin littera (letter), which means that it involves mastering writing systems and conventions that accompany them (Takaria, 2018). However, literacy primarily relates to language and how it is used. The written language system is secondary. When talking about language, of course, it cannot be separated from talking about culture because language itself is part of culture (Saomah, 2017). Thus, defining the term literacy must certainly include elements that encompass language itself, namely its socio-cultural situation. In this regard, Kern in (Marfuâ, 2016) defines the term literacy comprehensively as follows: literacy is the use of social and historical and cultural situation practices in creating and interpreting meaning through text. Literacy requires at least an unspoken sensitivity about the relationships between textual conventions and the context of their use and ideally the ability to reflect critically about those relationships. Being sensitive to goals / objectives, literacy is dynamic - not static - and can vary between and within communities and cultures of discourse / discourse. Literacy requires a range of cognitive abilities, knowledge of written and
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spoken language, knowledge of genres, and cultural knowledge). According to Harvey J. Graff 2006, literacy is the ability in a person to write and read. According to Jack Goody, literacy is a person's ability to read and also write (Wahidin, 2017). The Education Development Center (EDC) states that literacy is more than just literacy. But more than that, literacy is an individual's ability to use all the potential and skills he has in his life. With the understanding that literacy includes the ability to read words and read the world. The nature of critical literacy in a democratic society is summarized in five verbs: understand, engage, use, analyze, and transform texts.

All of which refer to competencies or abilities that are more than just reading and writing skills. And etymologically the term literacy itself comes from the Latin "literatus" which means people who learn. In this case, literacy is closely related to the reading and writing process. As for after we understand the meaning of literacy above, of course we already have a picture of the goals of literacy, now as for the objectives of literacy itself are as follows:

1. Help increase people's knowledge by reading various useful information.
2. Helps increase a person's level of understanding in drawing conclusions from the information read.
3. Increase one's ability to provide critical assessments of a written work.
4. Help grow and develop good character in a person.
5. Increase the value of a person's personality through reading and writing activities.
6. Cultivate and develop a literacy culture in the midst of society at large.
7. Helps improve the quality of one's use of time so that it is more useful

Understanding Covid-19

COVID-19 is caused by SARS-COV2 which is included in the same large family of coronavirus as the cause of SARS in 2003, only with a different type of virus (Sari, 2020). Symptoms are similar to SARS, but the SARS mortality rate
(9.6%) is higher than COVID-19 (less than 5%), even though the number of COVID-19 cases is far more than SARS. COVID-19 also has a wider and faster spread to several countries than SARS (Mona, 2020).

As a result of the Covid-19 pandemic, various policies were implemented to break the chain of spread of the Covid-19 virus in Indonesia. One of the efforts made by the government in Indonesia is by applying an appeal to the public to carry out physical distancing, namely an appeal to maintain distance between people, stay away from activities in all forms of crowds, associations, and avoid meetings that involve many people. This effort is aimed at the community so that it can be done to break the chain of spreading the Covid-19 pandemic that is currently happening. The government implements a policy, namely Work From Home (WFH). This policy is an effort applied to the community in order to complete all work at home.

Education in Indonesia has also become one of the areas affected by the covid-19 pandemic. With the existence of restrictions on interaction, the Ministry of Education in Indonesia also issued a policy, namely by dismissing schools and replacing the Teaching and Learning Activities (KBM) process by using an online system. By using this online learning system, sometimes various problems faced by students and teachers arise, such as subject matter that has not been completed by the teacher and then the teacher replaces it with other assignments. This is a complaint for students because the assignments given by the teacher are more. Another problem with this online learning system is that access to information is constrained by signals which causes slow access to information. Students are sometimes left with information due to inadequate signals. As a result, they are late in collecting an assignment given by the teacher. Not to mention for teachers who check the many assignments that have been given to students, making gadget storage space even more limited. The application of online learning also makes educators think again about the learning models and methods to be used.

Benefits of Child Literacy

After seeing the goals of literacy that are so good, of course, people will get various benefits from it, and some of the benefits of literacy are as follows:
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Increase one's vocabulary, optimize brain performance because it is often used for reading and writing activities, get various insights and new information, a person's interpersonal ability will be better, the ability to understand eating information will increase, improve one's verbal ability, improve one's analytical and thinking skills, help improve one's focus and concentration skills, increase one's ability to compose meaningful words and write.

Figure 1. KPM-DR Bimbel Activities in Kempek Village 2020

Figure 2. KPM-DR Bimbel Activities in Kempek Village 2020
The village of Kempek has a tutoring house for early childhood which is held every evening until just before sunset. The recitation activity is also a productive activity in the kempek village for early childhood, this has been proven by the teacher’s ability to give each meeting a homework or exam when they are finished studying. When introducing syllables, the teacher gives the word dice and the children rewrite the words that come out after the dice are rolled so that the children learn while playing or playing while learning, the environment is rich in literacy and is equipped. Each child has a story book and other knowledge books. Good children's literacy skills with this play process raise questions, how teachers plan and carry out learning every day, especially learning to read and write.

Steps that can be taken by tutoring teachers to improve children's writing naturally are: Making a writing center such as a blackboard or table equipped with paper, books, erasers, pencils, pens, rulers and markers, drawing books or other knowledge books then Fill it a room with a material environment in the form of prints such as number and letter posters.

**Conclusion**

Based on the results of research and studies of early childhood literacy skills development programs in the village of Kempek Cirebon, researchers can conclude as follows: Planning for literacy skills development programs starting from the pandemic era developed by students together wit
children who participated in the literacy development program children through tutoring. This literacy skills development program is integrated into six areas of development, namely the aspects of religious moral development, cognitive, motoric, physical, social, language and art aspects. The increased reading ability of children under 7 years of age during the pandemic, with a tutoring or literacy skills development program can help parents who have minimal spiritual and non-spiritual knowledge.

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