

Writing Literation of Elementary School Children in Relocation of Siosar

Halimatussakdiah¹, Laurensia Masri Peranginangin², Nurmayani³, Silvia Mariah Handayani⁴

^{1, 2, 3, 4}Medan State University, Indonesia

Abstract: *This study aims to improve writing literacy of children victims of Sinabung mountain eruption in Siosar. The average value of writing literacy is 58.25. The cause of low literacy of children is a less precise learning techniques. Therefore, the teaching tends to be conventional. The research method is descriptive qualitative. Data collection techniques are test, observation, and field notes. The research instruments are performance test and observation sheet. The results of the study are: improvement of writing literacy, evaluation of the low constraints of writing literacy, utilization of big books as learning media, and provide feedback to improve learning outcomes.*

Keywords: writing literacy, elementary school children, relocation of Siosar

1. Introduction

Indonesian language learning in elementary school is one of the main lessons that will provide the foundation for students' learning process. Besides being the language of instruction in learning process in school, Indonesian language is also the language of national unity and language which position and function are regulated in the laws of the unitary state of the Republic of Indonesia. One of the most important aspects of Indonesian language skills as the effort to produce future generations that are intelligent, critical, creative, and culturally is writing skills.

Mastering the skills of writing well, making children able to express thoughts and feelings intelligently according to context and situation at the time they were writing. Writing skills also give birth to a speech or utterance that is communicative, clear, coherent, easy to understand and systematic. Especially teachers who play a strategic role and position in learning both as a designer, manager, and implementer of learning is expected to create conditions, and can implement various learning strategies so that students feel happy and interested in the learning process of Indonesian language.

The fact that writing literacy of the elementary school children of disaster victims in Siosar relocation was very low. The results of the Siosar elementary school students are far from expectations, the average value of literacy writing is 58.25. Obstacles to note that the cause of low Literacy of children was the less precise learning techniques. Classroom learning seems to focus on the teacher. Teachers in the classroom are considered to be the main source of knowledge, without facilitating children with learning media and eventually the teaching tends to be conventional. As the result, the creativity of children in the learning process was reducing. Furthermore, another constraint was there were factors influenced by the occurrence of Sinabung mountain disaster that caused the children in the relocation of Siosar experiencing trauma and also the limited supporting facilities in school.

The low literacy of children in writing, confirming that today's much-needed creative learning media, which can produce more meaningful learning for students. One of the

proper learning media, which can be used to improve children writing is Big Book. It is a big storybook, both text and images, and has a simple, colorful text pattern. Teachers easily attract students to focus on the reading or story to be written. Learning to write with Big Books media can add excitement and joy to children in school learning activities, so that children forget the trauma of the disaster they have experienced and increased their writing literacy.

Realizing the importance of efforts to solve the problems faced by children of disaster victims, the researchers chose Big Books learning media in literacy learning activities (literacy writing) in relocation of Siosar. Hopefully, learning literacy with Big Books media can increase the excitement and cheerfulness of children in learning activities in school, so that children forget the trauma of the disaster that had happened. Furthermore, the application of the big book media is not only emphasized on the literacy of children's writing, but also can develop good attitude and character in them. This is derived from the meaning or message contained in a story written in Big Books. Thus, this study focused on "Writing Literacy of Elementary School Children in Relocation of Siosar".

Literacy learning requires the right strategy in its implementation. This is in line with the study of Yunus Abidin entitled "Developing Literacy Learning Model Based on Multi Literacy, Integrated, And Differentiated Concept At Primary School", states that: The purpose of this study is to explain MID-based literacy teaching model and the impact of the model in increasing primary school students' writing skills. Based on the data analysis, it can be concluded that the implementation of MID-based literacy learning model has proven to contribute to the improvement of students' writing skills. Therefore, the MID-based literacy learning model is appropriately. (Jurnal Cakrawala Pendidikan, June 2017, XXXVI, No. 2).¹ He discovered that literacy learning needs to use a strategy with the right model that is Multi Literacy, Integrated, and Differentiated (MID). The MID-based literacy learning model has been shown to significantly contribute to improving literacy skills of students. Therefore, a MID-based literacy learning model is needed to improve writing skills in various types of texts.

Literacy learning requires support from all aspects of appropriate learning in its implementation. This is similar to TadkiroatunMusfiroh's research entitled "The Constructs of Literacy Competence for Elementary Schools", states that: The results are as follows. First, the literacy components based on the PIRLS version comprise: the literacy concept, assessment framework, benchmarks, literary text components, and assessment system determination. Second, the reading literacy competence is constructed as a competence to read and comprehend literature and informative texts, based on four cognitive levels, from a variety of text types in the context of the national context context. (Litera Journal, April 2016, Th. Vol 15, No. 1).²Musfiroh proposed that the predicted construct achievement could not be achieved if the decisive resource, ie the teacher, did not make a correction. The results showed a low figure for the ability of teachers. A low teacher's teacher will inhibit the process of high literacy achievement in children. Therefore, teachers should begin to take various efforts to achieve the target of literacy, such as reviewing the theory of literacy, preparing text, conduct evaluation, and mastery of the curriculum in total.

Departing from the two relevant studies above, the idea to integrate the value of the character into the big books, let alone see the character crisis that has not been solved to the maximum make this integration into something feasible to implement. The concept of big books is modified by giving certain themes and content, in this case the content of the character value. The value of the character is given through the selection of themes and exercises in the big books. Big books consist of six or more pages tailored to the needs. Big books insert the content of the character's value, in addition to the children get the ability to listen and speak, the child is expected to develop a positive character. For that big books created by combining the theme with the value of the character, for example the theme of the animal with the value of the character of honesty.

2. Methods

This research method is qualitative descriptive. This research is carried out at the location of SDN No. 047175 Siosar, Sub-district of Karo Regency of North Sumatra Province. This location is a relocation area for Sinabung disaster victims, is considered to represent schools that were located in the suburbs of villages affected by Sinabung disaster. The time of research is conducted in 2017 starting from March to November. Sources of data in this study are children affected by Sinabung disaster relocated in Siosar, with the total of 39 people, class I is 19 people and Class II is 20 people. The data were collected using several techniques.

The data collection techniques used by researchers areas follows: (1) The test used is a performance test. The performance test is used to measure the extent of the child's writing skill both before and after implementation. The child is individually tested in front of the class to write with Big Books media guide. (2) Observation is used to view the ongoing learning process. In relation to this study, observation aims to identify and record the activities of children during learning to write the starters using Big

Books media which will be analyzed further. Researchers observed children's activities during the learning process using Big Books media. (3) The field notes contain several summary notes of teacher and child activities obtained by researchers from observations during the initial writing process through Big Books medium. The lessons learned are described in detail and as detailed as possible in the form of notes. All the things that happened during the lesson were written in field notes related to children's activities, children's behavior, children's activeness and the learning process undertaken by the teacher. The field notes in this study are used to summarize changes in the initial writing process through Big Books media that are not contained in the observation guidelines, so the field notes are studied only as a complement to the data.

The grid of assessment instruments is useful as a benchmark for teachers in objectively assessing children. Here's the literacy learning grid for the early classes according to Djwandono (2008).³

Table 1: Grid Instrument of Literacy Learning Assessment

Writing Literation (Djwandono, 2008)		
Indicator	Description	Score
1. Relevant contents	The contents of written discourse are relevant and appropriate to the intended topic	35
2. Systematic organization	The content of the discourse systematically arranged according to a certain pattern	35
3. The use of good and correct language	The discourse is expressed with a grammatical phrase, a choice of appropriate words, and suitable writing styles	30
Number		100

The research instrument is used to measure the extent to which the Big Books media play a role in improving the writing literacy of children. The tool used by researchers as data collector is performance test. Researchers and teachers choose to use performance tests because the measured aspect is literacy writing. Students write one by one reading in Big Books. Meanwhile, teachers assess the students who are writing. In the assessment, the teacher uses the grid of the initial writing scoring instrument so that the results obtained are appropriate. The grid of the assessment instrument is useful as a benchmark for teachers in grading students objectively.

The success criteria of this research, is marked by the improvement of learning done in the classroom and the learning atmosphere. Indicator of this research is improvement of writing literacy both from process and result. The research is said to be successful if it meets the criteria as in the above table that is 75% of students got value above KKM. The KKM in SD for the subjects of the Indonesian language is 66.

3. Results and Discussion

This chapter will discuss the results of the research. This study aims to improve the learning of writing literacy by Big Book media on children victims of Sinabung disaster in Siosar relocation. In this research activity, continuity of cooperation between principal, teacher and research team is well established, in observation activity, data retrieval,

Focus Group Discussion (FGD), preparation of learning device, improvement of learning in class, and making of instructional media in the form of bigbooks.

Observation of literacy learning writing at SDN No. 047175 Siosar was conducted in April 2017. The initial observation was used to find out the process of children's literacy learning about literacy writing of grade I and II elementary school. This research begins with the observation of researchers who collaborate with the teacher of SDN No. 047175 Siosar on Indonesian learning process, especially children's literacy learning. This observation was done to find out the comparison of literacy writing of children before and after using Big Book media.

The results of the observations, obtained a description of the learning process before action is implemented. As learning progresses, most children tend to be passive in learning and look scared when told to write ahead. For children who have been able to write very happy, but for children who have not been able to write this becomes a heavy burden for fear of the same teacher and shame to his friend. Media and teaching methods applied by teachers are still monotonous, teachers only set an example by writing on the board and then the child is told to imitate it. In the learning process the teacher is less painstaking in guiding children to write individually, this affects the classroom atmosphere become less enjoyable for children. In addition, there were children who do not know the letters and cannot clearly distinguish letters that look like b, d and p, v. It makes the child afraid to issue his voice / fear wrong so his mouth looks mumbled like people read the incantation.

Based on the results of these observations, the learning improvement plan is compiled to improve the learning result of literacy, which is the beginning writing literacy of children. Through the planned improvement of learning, it is expected that children who have difficulty in learning the literacy can follow the learning maximally.

After the observation, the researchers plan the implementation of research. This study was conducted in two meetings. Allocation of time in each meeting is 2 x 35 minutes or during two hours lesson. the implementation schedule of the study is carried out according to the child's learning schedule. In the first meeting, a preliminary test was conducted to measure the initial literacy of children who will be the object of research with the number of 39 children. At the second meeting the researchers provide literacy learning, teachers prepare the Big Book media that will be used as a medium of learning as well as performing the final test to measure the literacy of writing children.

After developing a lesson plan that will be used as a teacher guide in implementing classroom learning, the researcher prepares the tools and equipment to be used. The learning process begins by opening the lesson with greetings followed by a prayer led by the child. Furthermore, teachers do apperception with questions that arouse the spirit of children, such as "do children like fairy tales?" And do question and answer in accordance with learning materials. The lesson proceeds by presenting the story of the child in the form of fairy tale while showing Big Book media

containing the pictures according to fairy tale and also equipped with writing with big letters so clear when read and interesting because it is made full of color. After the teacher reads a fairy tale in front of the class with Big Book media, the teacher invites the children one by one to write the name of the fairy tale player from the Big Book.

After all the children have been given guidance in writing the tales in the Big Book, the teacher asks some children to re-write the fairy tale they read on the board. Teacher invites the child who has come forward to return to his or her seat. Teachers and children together discuss the characters in the story and what messages can be taken from the story.

The teacher gives the child an opportunity to ask questions if there were something that is unclear. At the end of the activity, the child is guided by the teacher to deduce the material that has been learned. Learning closes with prayer and motivation and reinforcement to children, most of whom are still traumatized by natural disasters.

Assessment is done when the learning process is in progress with indicators for literacy writing that is relevant to the content, systematic organization, and the use of good and correct language.

From the results of this study the authors obtained data in the form of quantitative data and qualitative data. Quantitative data obtained from the results of initial and final observation of child literacy. Then the qualitative data in this research is obtained from the result of performance sheet and field note. Based on the assessment, the researchers will present the results of initial and final test assessments of 39 children.

Description of the preliminary value of the child's initial test in special literacy learning can be seen in appendix 12 in table number 2. Based on the table, it can be known that literacy rate of children in writing is still low with the average value of learning outcomes of children 59.9 with total number of children completed as many as 13 people (33%) and unfinished 26 people (67%). For more details the initial test Literacy of child writing can be visualized in the following graph.

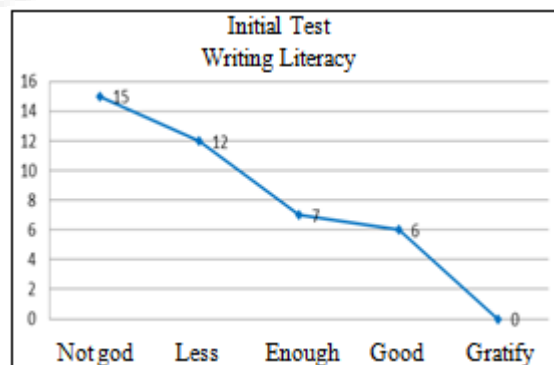


Figure 1: Learning Literacy Graph of Reading Literacy

Based on the graph above, it can be seen that the level of literacy in children's literacy lessons are still very low. Overall: satisfactory categories of 0 (zero), good is 6 (six), sufficient category as many as 7 (seven), less 12, and the bad

category is 15 (fifteen). Thus, the level of children literacy in writing is still very low. The difficulties experienced by children include:

- 1) Children are less able to recognize letters,
- 2) Children are still less able to write words,
- 3) Children are not able to write simple sentences without guidance.

At this observation stage, the researcher asked Laurensia's help as a colleague to observe the researcher during the teaching and learning process with the use of Big Books as learning media. From the observation results, it can be seen that the percentage of observations are as follows:

$P = \frac{45}{60} \times 100\% = 75\%$ and the assessment category is enough. Thus, researchers have done 75% of all indicators that must be implemented properly.

In addition to the observation of the researchers, observations were also conducted on the child to know the child's activities when done on early tests. In accordance with the data, the percentage of observations at the time of teaching and learning activities are:

$P = \frac{23}{26} \times 100\% = 63,88\%$ and the rating category is less. Thus, it can be concluded that during the learning process took place, 63.88% of children's activities are running. However, it is necessary to make some improvements on the parts that are considered still very less.

The results of the special literacy learning assessment of children writing has increased. Improvement literacy of children writing can be seen in appendix 12 table number 4. Based on the table it can be known the level of literacy of children in writing has increased compared when given initial test with the average learning outcomes of children 75.3 with a complete number of children of 37 people (95%) and unfinished 2 people (5%). Such improvement can be seen in the graph below.

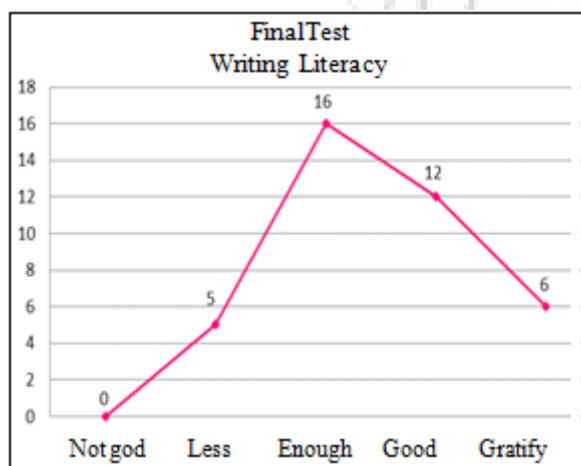


Figure 2: Learning Literacy Graph of Writing Literacy At The End of the Test

From the graph above, it can be known that the writing literacy level are: the average value of 75.3 and the number of children who can afford as many as 37 people. Thus, the level of literacy of children in writing is good. The results

obtained have not succeeded until 100%, but has been completed in a classical manner that is 95% for literacy writing. These results have met the criteria of classical completeness of 75%.

At this final test stage still assisted by Mrs. Laurensia to observe researchers in teaching and learning process.

From the above number, it can be seen that the percentage of observations as follows: of all indicators.

$$P = \frac{53}{60} \times 100\% = 88,3\%$$

From the table above, it can be seen that the percentage of observations as follows: $P = \frac{23}{26} \times 100\% = 88,46\%$ of all indicators. So, the percentage of 88.46%, the results of observation of children's activities at the time of teaching and learning activities can be categorized by good judgement. Thus, it can be concluded that during the learning process lasted 88.46% of children's activities are running well in accordance with what is expected.

Based on the results of the implementation and observation, children's literacy increased is obtained. The mean score on the preliminary test was 59.9, with a percentage of 33%, in the final test results. Child literacy in literacy learning obtained an average score of 75.6 for writing skills with a 95% percentage for writing skills. This shows that literacy learning with the use of Big Book media can improve Literacy of children's literacy grade I and II SDN 047175 Siosar.

This research was conducted at SDN 047175 Siosar, Sub-District of Merek, Karo Province of North Sumatera Province by applying big book media in grade I and II SD children to improve learning result of children in Indonesian language subjects especially literacy learning in writing. The result of the research that can be described is the data about the initial literacy of children in the learning of literacy before the action is done and after the action is done.

Learning process of literacy by using big book media can make children interested to follow learning. This is evidenced by the increased assessment of child activity observation when following the learning process after action. Child learning activities are more communicative with teachers and children look happy during the lesson. Child learning activities become more communicative and two-way talk between teacher and child occurs. Children look enthusiastic in responding to questions asked by teachers and courageous when told to advance in the front of the class. The state of the child on literacy learning from before action and after action can be described as follows.

In the initial condition, the teacher begins the learning by delivering the material to be learned to the child, then the teacher writes words and sentences on the board to be read by the teacher and followed by the child. When the learning process is in progress many children are not focused and look passive. Much followed but did not understand what the teacher taught and still difficult to distinguish several letters. This makes the learning process not interactive, especially when the teacher tells the child to come forward.

Most children do not want and are tamed when appointed by the teacher, when asked why not want the child to answer that he is afraid of being wrong and will be embarrassed to his friends. Child's confidence is still lacking and children's understanding is still low due to the teaching method of monotonous teachers and not using instructional media.

The results of observation of children's activities on the initial test and the final test can be seen in the following table.

Table 9: Obtaining Scores of Children Observation during Learning Prose

Initial Test	End Test
63,88%	88,46%

Obtaining an observation score on a child's activity during literacy learning using the big book medium on the initial and final tests can be illustrated in the following graph.

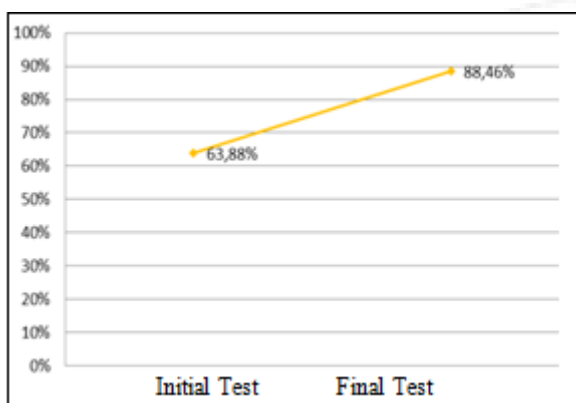


Figure 12: Obtaining Child Observation Scores during Learning Prose

Literacy learning with the use of Big Book media can improve the Literacy of writing the beginning of the first and second graders in Bahasa Indonesia with the subject of reading simple syllables, words and sentences. The result of the research before the action is given, for the writing skill of the average grade score of 59,9 with the complete child learn as much as 13. After giving the action through study with the use of big book media in the final test the grade value of the class increased for writing skill with amount a complete learner for writing skills. Based on the results of the average value of children and the percentage of completeness of children who have collected researchers can be seen that with the use of the big book media can increase literacy is to write the beginning of children in class I and II.

Based on the results of research that has been done by researchers, then there is a change in the increase in learning results seen during the study. For more clearly can be seen in the table below is the result of the percentage of children from the initial test and the final test.

Table 3: Completion of Child Learning Outcomes

	Average	Percentage	Description
Initial Test	59,9	33%	Not Capable
Final Test	75,3	95%	Capable

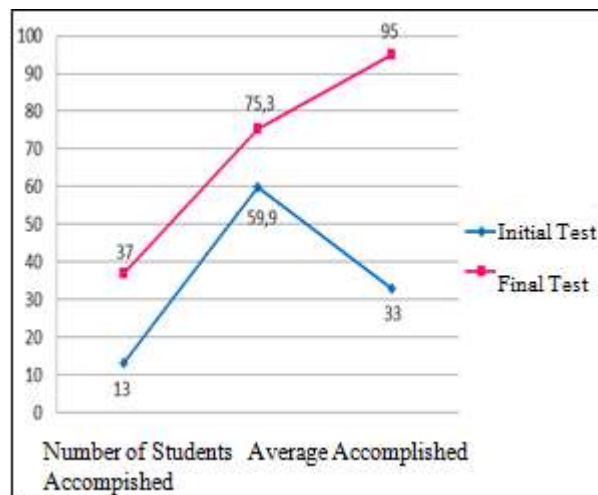


Figure 4: Graph of Percentage of Literacy Completion of Children Writing

From the graph above is known that the result of Literacy mastery, the average value and the number of children in the literacy learning that is writing gets increased. Can be seen the percentage of complete writing of children that is starting from the initial test 33%, and in the final test increased to 95%. The average score on the initial test was 59.9, and in the final test 75.3. And the number of children who completed the initial test was 13, and in the final test increased to 37 children.

4. Conclusion

In accordance with the results of research discussions that researchers do in SDN 047175 Siosar, it can be concluded that there is an increase in children's literacy learning is to write with the help of Big School learning media. This can be seen from the level of mastery before and after the research that has been described on the results of research, in addition to the percentage of completeness in classical at the end of data II more than 75% which means learning literacy is complete.

As a follow-up of the results of research and conclusions obtained then the researcher suggests: (1) For teachers of class I and II SD in order to use the big book media on learning so that children more interested and passionate during the learning process took place. (2) For the principal to provide opportunities for classroom teachers to attend trainings in improving and improving the quality of education with the use of media in accordance with learning materials. (3) For further researchers who wish to carry out the same type of research, it should be done by improving the stages of this method or combining it with other learning methods so as to obtain better results.

5. Follow Up Plan

The next stage of the research is to disseminate the results of research through the international scientific journal scopus indexed. Submitting the results of research through scientific forum has been achieved last year as speaker in scientific meeting with title "The 9th International Conference For Science Education and Teachers (ICSET) 2017" about the ability of students to read and write only. So, the constraints

and process of learning literacy for child victims of Mount Sinabung will be presented in the continued year 2018.

Furthermore, further research that is planned to be conducted in 2018 is to conduct children's literacy learning related to the ability to listen and talk. This needs to be done because elementary students cannot explore the understanding of children when listening to teachers speak in front of the class, the students are unable to answer the questions asked by teachers about the material that has been taught. In addition, there are still many students who score below the Minimum Exhaustiveness Criteria (KKM). The average score of listening skills for students' short stories is only 65 seen from the evaluation results. The value is smaller than the value of KKM Indonesian subjects that is 70. Some other causes are teachers often less sensitive and less responsive to the needs of students in learning to listen. During this time, teachers only read the material to students. If such things are continuing, then students will feel bored and not interested in learning to listen.

Similar on the ability to speak, students still have difficulty in speaking in front of the class. The situation is allegedly due to the low creativity of teachers in determining learning techniques speaking skills to students. Sense of lack of confidence, nervous or groggy always enclose to student every time learning takes place, students feel embarrassed when told to speak in front of the class, students are often silent when the teacher ask questions, as well as when the teacher gives students the opportunity to ask, students less able to string words or sentences alone in oral form. The low ability of students in speaking can be seen on the number of students who score below the value of KKM (Minimum Criterion Completion). The number of students who score below the KKM score is 25 people, which means 70% of the total number of students. The number of students who score \geq KKM is 11 people, which means 30% of the total number of students. Departing from the problem of low learning literacy, it is necessary to do improvements on the ability to listen and talk. So, the focus of further research 2018 literacy learning related to listening and speaking skills of children tends to be directed to process and results skills.

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Author Profile



Halimatussakdiah, S.Pd., M.Hum was born in Deli Tua, District of Deli Serdang, North Sumatera, Indonesia, on November 22, 1982. Lecturer of Elementary School Teacher Education Department, Faculty of Education, Medan State University, Indonesia. COURSES TAUGHT: Indonesian Language, Indonesian Language Skill, Indonesian Language Education for Low Class, Indonesian Language Education for High Class, Educational Philosophy, and Educational Profession. RESEARCH: (1) *Research Grant*: Improving Children's Ability to Read Fast, 2012. (2) Teacher Fulfillment of Teacher's Performance Assessment for Teacher of SDN. 101801 and SDN. 108075 Subdistrict of Deli Tua, District of Deli Serdang, 2015, (3) Literacy Learning for Child Victims of Sinabung Mountain Eruption on Siosar Relocation, 2017. COMMUNITY SERVICE: (1) Innovation of Fast Reading Design Through Speed Reading Methods for Elementary Teacher on District of TelukNibung, TanjungBalai City, 2013, (2) IbM Supervision of CPD for Elementary School Teacher District of Deli Tua, 2015. (3) IbM Supervision of Teacher's Performance Assessment for Teacher of SDN. 101801 and SDN. 108075 Subdistrict of Deli TuaKabupaten, District of Deli Serdang (2016). BOOK: (1) Anthology of Poetry "Scratches 50:50" 2013. Published by Unimed Press, ISBN : 978-602-7938-40-3 (2) Proceeding of Workshop of Children Ability Improvement in Designing, Implementing, and Reporting Scientific Work of *Character Building*. Published by Unimed Press ISBN : 978-602-1313-10-7. (3) Book Grants of Unimed Press: Indonesian Language Learning for High Class. Published by Unimed Press November 2014. (4) Repertoire of Indonesian Language. ISBN: 978-602-1313-94-7, Published by Unimed Press. Mei, 2015.



Laurensia Masri Peranginangin, S.Pd., M.Pd., was born in Kabanjahe, District of Tanah Karo, North Sumatera, Indonesia, October 9, 1982. She passed her bachelor degree on Education Administration Department, Faculty of Education, Medan State University, Indonesia; master degree on Education Administration Department, Post Graduate Study, Medan State University, Indonesia. Lecturer of Elementary School Teacher Education Department, Faculty of Education, Medan State University, Indonesia. Courses Taught: Class Management, Teaching and Learning Strategy, School Based Management, Curriculum Study, Educational Philosophy, and Educational Profession. RESEARCH: (1) Relationship of Principal Leadership with Teacher Performance in Class Management of Elementary School Teacher Subdistrict of LimauMungkur, West Binjai, (2) Relationship of Organization Culture and Teacher's Achievement with Teacher's Working of Elementary School Teacher Subdistrict of West Binjai, Commitment Motivation, (3). *Research Grant*: Improving Elementary School Student Ability of Fast Reading, (4) Improving Student Result Outcome Through Cooperative Learning Model Teams Assisted Individualization Type (TAI) on Educational Philosophy Course, (5) Development of Training Model as an Effort to Improve Multi Cultural Counseling Competences from Different Culture Backgrounds. (6). Literacy Learning for Child Victims of Sinabung Mountain Eruption on Siosar Relocation, 2017.



Dra. Nurmayani M.Ag. was born in Banda Aceh, November 11, 1961. EDUCATION: Bachelor Degree on Arabic Language, Department of Arabic Language, Faculty of Tarbiyah in 1987. Magister Degree in Education of Islamic Religion on 1995. Doctoral Degree on Education of Islamic Religion in 2017. Lecturer of Elementary School Teacher Education Department, Faculty of Education, Medan State University, Indonesia. RESEARCH: Implementation of Curriculum to Improve Graduates Quality in Boarding School of Ar-Raudhatul Hasanah, Medan North Sumatera, Indonesia. BOOK :

Islamic Education for Higher Education Published by CiptaPustaka Media Perintis. COMMUNITY SERVICE : Speaker on Seminar of Professional Development as a Requirement for Promotion for Elementary School Teacher of SDN 101800 Deli Tua Subdistrict of Deli Tua District of Deli Serdang.



Silvia Mariah Handayani, S.Pd., M.Pd., was born in Medan, January 10, 1986. She was graduated from Medan State University, Indonesia for her bachelor degree in 2007, and completed her master degree on 2012 from Yogyakarta State University, Indonesia. She has been working at Medan State University in Nonformal Education Department since 2008. COURSES TAUGHT: Curriculum Development of Nonformal Education, Innovation in Nonformal Education, Need Assessment and Social Problems, Social Pathology, Educational Philosophy, Educational Profession. RESEARCH: Play Therapy Model Development for Child Victim of Sinabung Mountain Eruption (2017), Analysis of Student Satisfaction Level to Academic Service Quality of Educators and Staff of Nonformal Education Department, Faculty of Education, Medan State University (2017), Internalization of Andragogy Learning Assumption on Research Methodology Course (2016), Thinking Revolution Development of Nonformal Education Students Through Heutagogy Approach (2015). BOOK: Basic Concept of Nonformal Education (2017), Unimed Press.