

Development Of Emergen Literacy Childhood at TK Syakira Barumun

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ABSTRACT

Emergent literacy is a concept used to prepare child literacy before entering elementary school. The purpose of this study is to develop emergent literacy by providing stimuli that can develop children's literacy, there are two domains of emergent literacy ie inside out and outside-in, these domains cannot be separated because they will help the child in the emergence literacy process in early childhood, as for the efforts that can be done to develop the emergent literacy in early childhood is to prepare the literacy environment and read the story, various studies say that by telling the story of children learn various activities that can develop literacy.

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1. Introduction

Literacy skills are very important in the process of early childhood development. This ability is the door in the opening for the early childhood learning process and is the key to success. In Syakira Barumun Kindergarten, the importance of literacy skills as the initial foundation for mastering science and technology in the modern era. Rohde (2024) states that it is very important to ensure that children acquire the early skills and awareness they need to become successful readers and writers. This opinion shows that literacy learning is important and very appropriate if taught in early childhood. Early childhood education plays a fundamental role in building the initial foundation for children's cognitive, social and emotional development. One important aspect of early childhood education is the development of emergent literacy, which is the early ability that supports reading and writing skills. Emergent literacy includes competencies such as letter recognition, sound comprehension, and verbal and non-verbal communication skills. Research shows that good emergent literacy in the early years can affect children's academic success in later levels of education. Therefore, it is important to explore strategies and approaches in developing emergent literacy, especially in educational institutions such as kindergartens.

Literacy is generally defined as the ability to read and write in early childhood while emergent literacy is a concept that supports learning to read and write when children are still in the learning process and learning ability is the process of introducing children to the importance of numeracy literacy and technical arithmetic (2024) based on information dated 25/12/2024. Public awareness in Indonesia about reading and writing is still relatively low and only about 17.58% of the population likes to read books, newspapers, or magazines. Low interest in reading because they think reading is something boring. Syakira Barumun Kindergarten, as one of the early childhood education institutions, has shown commitment in supporting the development of children's literacy skills. However, challenges in developing emergent literacy are still significant. Some children show limitations in recognizing letters or simple words, as well as a lack of active engagement in reading and writing activities. Factors such as lack of learning facilities, limited teaching methods and lack of parental participation are often barriers to developing emergent literacy. This calls for a more systematic and innovative approach to help children achieve their literacy potential.

So far, the implementation of emergent literacy teaching in Syakira Barumun kindergarten is more extreme. children are taught to write and count, even giving pr to children so that it can help children's learning development to increase, then teachers ask parents for help so that parents teach children by learning at home, by teaching children reading and writing literacy. The above problems provide enough evidence that so far the community has not realized the importance of literacy. Many ways can be done to improve emergent literacy in early childhood such as creating a fun literacy environment. The importance of the teacher's role and a conducive learning environment are the main concerns in developing emergent literacy. Teachers at Syakira Barumun Kindergarten have implemented several methods such as story-based learning, interactive games and picture book introduction. However, evaluations show that the results have not been optimal. This demands a more in-depth study of effective methods to improve emergent literacy. By combining local-based approaches and literacy development theories, it is hoped that a more relevant and applicable solution can be found.

Early childhood is a child aged 0-6 years. In accordance with the National Education System Law No.20 of 2024, it is written that early childhood education is an educational effort aimed at children from birth to 6 years of age which is carried out through providing educational stimuli to help the growth and development of physical and spiritual so that children have readiness to enter further education. This research aims to develop an emergent literacy program that is more structured and appropriate to the needs of children at Syakira Barumun Kindergarten. By analyzing existing methods and integrating best practices in literacy teaching, this research is expected to make a real contribution in supporting early childhood literacy development. In addition, this study aims to provide recommendations to schools, teachers and parents to improve the quality of literacy education in the kindergarten environment.

The term emergent literacy is used to indicate that language acquisition should be conceptualized as a developmental continuum. Literacy relates to the ability to listen, read and write emergent literacy is based on marie clay's research in 2024 which states that children cannot be taught literacy because they are not ready to learn about literacy until a certain age, even though awareness is one of the successes in learning. It was then that emergent literacy came to the attention of researchers and was included in the school curriculum. According to whitehurts and lonigan (2024) emergent literacy skills are important for children because there is a gap between the potential that children have and the expected curriculum targets when in elementary school. so literacy is very important very need to be introduced in early childhood.

According to Pelman (2024) emergent literacy refers to the knowledge, skills and attitudes that children have in relation to reading and writing. In contrast to Rohde (2024) emergent literacy includes knowledge and abilities related to the alphabet, phonological awareness, symbol representation and communication.

2. Method

This research uses qualitative methods the subjects used in the research are teachers, parents and children. Group B data collection techniques using interviews and passive participation observation where researchers come to the place of the observed activities, but are not involved in these activities. The data validity test uses the triangulation method, namely the interview and observation method. The data analysis process uses the miles and huberman model which has 4 activities, namely data reduction, data display (data presentation).

3. Results and Discussion

In essence, children already have literacy skills from birth, as Chomsky states that children from birth already have the ability to speak and will develop according to their age. In contrast to Vygotsky's statement that language is the result of the process of interaction with the social

environment. The learning approach used at Syakira Barumun Kindergarten involves a combination of thematic methods, educational games and storytelling. Children are introduced to letters and words through media such as flashcards, picture storybooks and interactive games. Teachers also use the phonics method to help children recognize letter sounds. In addition, group activities such as shared reading and singing help children develop social skills and a collective understanding of literacy. This approach is proven to increase children's interest and active participation in learning activities.

Developing emergent literacy in early childhood is very important for children's success in reading and writing. Efforts that can be made to develop literacy in children are to provide a literacy environment, both family and school environments. Based on the results of observations that have been made, schools do not provide a literacy environment for children.

Literacy learning, namely reading and writing, has become a phenomenon of public concern, especially early childhood education experts. The practice of teaching reading and writing has been by dictating. This is not in accordance with the basis of early childhood learning, namely learning while playing. The achievements of early childhood literacy in ministerial regulation number 137 of 2014 are recognizing early literacy through play, showing early literacy skills in various forms of work. This clearly shows that, literacy learning should be provided through play so that learning becomes fun.

Another environment that can influence emergent literacy is the family. This environment is a major factor in child development, especially for parents. Parents are the first madrasah for children. Some parents do not understand the importance of literacy for early childhood development. Parents do not provide stimuli such as interaction between children and parents. Interaction between mother and child directly can also contribute to children's print literacy skills. In addition, improving children's literacy is also influenced by parents' reading habits. The majority of parents allow their children to play cellphones so that their children are quiet and not fussy.

The mother's level of confidence about literacy learning at home can also affect children's literacy development. Mothers who have this belief will provide opportunities for children to learn about vocabulary and other knowledge. Conversely, mothers who do not have confidence in literacy learning at home will leave their children's education entirely to the school so that parents do not need to teach them at home. This can make children's literacy late. This level of confidence is usually caused by the economic factors of the child's parents.

Supportive learning environments, such as classrooms decorated with literacy materials and teaching aids, play an important role in promoting emergent literacy development. In addition, parental involvement through shared reading programs at home and other supporting activities has a positive impact. Parents who actively accompany their children in literacy learning can strengthen children's understanding of the material taught at school. Observational data showed that children who received parental support tended to recognize letters faster and had better early reading skills than children who received less support.

While the program has shown positive results, there are some challenges, such as limited supporting facilities and differences in literacy comprehension levels between children. Some children require special attention due to low concentration levels or lack of support at home. To overcome this, teachers at Syakira Barumun Kindergarten designed an individualization program where children who need extra help get special tutoring sessions. In addition, the school works with the local community to provide additional resources such as reading books and educational games.

The results of this study confirm that developing emergent literacy in early childhood requires an integrated approach involving various parties, including teachers, parents and the learning environment. Game-based approaches and interactive activities have been shown to be

effective in improving children's interest and literacy skills. However, the success of this program also relies heavily on the availability of facilities and support from families. By continuing to optimize teaching strategies and expanding access to educational resources, TK Syakira Barumun can become a model for other educational institutions in the development of emergent literacy.

The next effort is reading stories. Based on several studies show that reading stories can improve children's literacy. By telling stories they learn intonation and expressions that are shown in various emotions. In NAEYC enyebutkan stories can build social skills and literacy for adult development later storytelling activities in the classroom can build an active classroom atmosphere. Children will listen to stories and discuss stories that can improve literacy in early childhood.

Conclusion

The factors that influence literacy development in early childhood are internal and external factors. Internal factors are the child's own abilities, while external factors are the environment, both the school environment and the family environment. Family factors are the main factors in the development of emergent literacy in early childhood. Efforts can be made to develop emergent literacy in children by creating a pleasant literacy environment for children to read stories.

Early childhood education is education that is organized with the aim of facilitating the growth and development of children as a whole to develop the various potentials of children. PAUD is an educational institution that is quite strategic in developing abilities, forming characters for early childhood. The readiness of PAUD in developing quality education has a huge impact on children in pursuing higher education. The introduction of literacy is one of the tasks that must be developed and introduced in PAUD for early childhood. Literacy is one of the abilities that children are born with and must be developed. Early literacy development has a big impact on children's lives. Good literacy skills encourage children to compete globally.

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