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The urgency of Interactive Animated Learning Media Development for Facilitating Literate Skills for The Student of Primary School

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Abstract. The purpose of this article is to remind the importance of developing an interactive animated learning medium to facilitate literacy skills in elementary school students. One of the problems faced by education in Indonesia is the low level of literacy ability of students in Indonesia. Data states that the results of the research Program for International Student Assessment (PISA) mentioned, the literacy culture of Indonesian society in 2012 the second worst of 65 countries studied in the world. Education in primary school as the first foundation in improving education world, it is necessary to take a role by doing an interactive animative learning media development which is adjusted to the level of psychological development of elementary school children who are still in a concrete operational stage to build their literacy skills early on. A culture of early literacy in elementary school children will be able to empower and improve the quality of individuals, families, communities and even the nation itself. Based on the above explanation shows that the world of education Indonesia needs a real and sustainable solution to improve the literacy skills of the nation's children.

1. Introduction

Education became the central pedestal in the planting of character, character, and personality of the Indonesian nation. On the shoulder of school is expected to be able to produce the son of the successor daughter of the Indonesian nation that personality mantab, intelligent and noble moral character. This is in accordance with the national goals of education on the content of Law No. 20 of 2003 on National Education System, Article 3, the purpose of civic education is to develop the potential of learners in order to become a man of faith and cautious to God Almighty, noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

One of the problems faced by education in Indonesia is the low level of literacy ability of students in Indonesia. Data states that the results of the research Program for International Student Assessment (PISA) mentioned, the literacy culture of Indonesian society in 2012 the second worst of 65 countries studied in the world. Indonesia ranks 64th out of the 65 states. While Vietnam is ranked 20th, in the same study, PISA also placed Indonesian students' reading positions in 57th out of the 65 countries studied. Meanwhile, UNESCO 2012 statistical data that reads interest index in Indonesia only reached 0.001. That is, every 1,000 residents, only one person has a reading interest. The UNDP figures are



also surprising that adult literacy rates in Indonesia are only 65.5 percent. While Malaysia has 86.4 percent. [1]

Education in Primary School as the first foundation in improving education world, it is necessary to develop an interactive animative learning media adapted to the level of psychological development of elementary school children to build literacy skills early on. It is hoped that such efforts will further increase the awakening of early literacy culture for elementary school children and also can erode the negative influence of the development of electronic media/gadgets. The culture of early literacy in elementary school children will be able to empower and improve the quality of individuals, families, communities and even the nation itself. According to UNESCO in www.wikipendidikan.com (2016) said that this literacy culture has "multiple effects" or can give effect to the full sphere, so it is expected to help eradicate poverty, reduce child mortality rate, population growth, and guarantee sustainable development (sustainable development) and bring about peace. This is following Kuder and Haiti's opinion [2] which states that one of the most essential needs for every person and is a new ability to learn more and has an essential role in a child's life, especially for his academic success is the ability.

Based on the above explanation shows that the world of education Indonesia needs a real and sustainable solution to improve the literacy skills of the nation's children. One of the solutions offered is through the development of interactive animated learning media that allows elementary students to learn to improve their literacy skills systematically, effectively, and efficiently and pleasantly. Education as the foundation of the nation's development certainly plays a strategic role in efforts to grow and culture literacy early on. Planting and cultivating essential literacy skills are given from an early age, i.e. during the primary education period. This is an attempt to form students who are smart and like to read. The cultural skill of literacy can be instilled to the learners by giving the media interesting learning and stimulate students to want to read and write. The essence of literacy culture is how to cultivate the habit of reading and writing. Based on the above background, it is necessary to develop an interactive animated learning media based on Macromedia Flash to facilitate literacy skills in grade II elementary school students. The purpose of this article is to remind the importance of developing an interactive animated learning medium to promote literacy skills in elementary school students.

2. Discussion

2.1 Literacy Skills

Literacy which in its English literacy comes from the Latin letters (letters) whose understanding involves mastery of the writing systems and accompanying conventions. However, the central scholarship relates to the language and how it is used. The writing language system is secondary. When talking about style, it is indeed not free from talk about culture because the language itself is part of the culture. Thus, defining the term literacy must, of course, include the element that surrounds the word itself, the social, cultural situation. Concerning this Kern (2000) defines the term literacy comprehensively as follows: Literacy is the use of socially-, and historically-, and culturally-situated practices of creating and interpreting meaning through texts. It entails at least an implicit awareness of the relationships between textual conventions and their context of use and, ideally, the ability to reflect critically on the connections. Because it is purpose-sensitive, literacy is dynamic - not static - and variables across and within discourse communities and cultures. It draws on a wide range of cognitive abilities, on knowledge of a written and spoken language, on knowledge of genres, and cultural experience.

From the above statement, it can be seen that literacy requires a complex ability. The knowledge of the genre is the knowledge of the types of texts that are applied/used in discourse communities, for example, narrative books, expositions, descriptions, and others. Seven elements make up the definition, namely concerning interpretation, collaboration, convention, cultural knowledge, problem-solving, reflection, and language use. These are the principles of literacy. Eni [3] states that one factor

of language ability is the influence of children or the formation of the environment, namely parents and the more parents give the language stimulus, the better the development of language children. On the other hand, The theme of information literacy is (1) determine the nature and level of needs information needed, (2) accessing information is required, (3) using data effectively and efficiently, (4) use ethical and legal information [4] and (5) evaluating information and sources, its sources are critical and combine selected information into that knowledge pre-owned and value system [5]

Literacy, in general, is also defined as the ability to read and write and use spoken language. National Institutes of Children and Human Development [6] explains that early literacy is the ability to read and write before the child is capable of reading and writing. According to Multnomah Public Library and NICHD (National Institute of Child Health and Human Development), there are six skills children must possess to achieve a good development of early literacy skills. The six powers are vocabulary, print motivation, print awareness, narrative skills, letter knowledge, and phonological awareness (i.e., awareness of various sounds). In line with the above opinion, Kern (2000) says that there are seven principles of literacy education, namely:

1. Literation involves interpretation
The author/speaker and the reader/audience participate in the act of reading, ie: the author/speaker interprets the world (events, experiences, ideas, feelings, etc.) and the reader/listener then explains the author/speaker's interpretation in its conception of the world.
2. Literation involves collaboration
There is cooperation between the two parties namely the author/speaker and read / listeners. Participation is meant to achieve a mutual understanding. The writer/speaker decides what to say/say or does not need to be written/based on their knowledge of the reader/hearer. While the readers/listeners devote their motivation, knowledge, and experience to make the author's text meaningful.
3. Literation involves convention
People reading and writing or listening and speaking are determined by cultural (non-universal) conventions/agreements that evolve through use and modification for individual ends. The convention here includes both oral and written language rules.
4. Literacy involves cultural knowledge.
Reading and writing or listening and speaking functions in certain systems of attitudes, beliefs, habits, ideas, and values. So that people who are outside a cultural system are vulnerable / at-risk misunderstood by those within the cultural system.
5. Literation involves problem-solving.
Since words are always attached to the linguistic context and the circumstances surrounding them, the act of listening, speaking, reading, and writing involves imagining the relationships between words, phrases, sentences, unit units of meaning, texts, and worlds of the world. The attempt to imagine/consider / consider this is a form of problem-solving.
6. Literation involves reflection and self-reflection.
Readers/listeners and writers/speakers think of their language and relationships with the world and themselves. Once they are in a communication situation, they think about what they have said, how to say it, and why to say it.
7. Literacy involves the use of language.

Literacy is not limited to language systems (oral / written) but requires knowledge of how the language is used both in the oral and written context to create a discourse/discourse. From the above points then the principle of literacy education is literacy involving interpretation, collaboration, conversion, cultural knowledge, problem-solving, self-reflection, and including the use of language.

2.2 Interactive Learning Media

The word media comes from the Latin medius which means middle, intermediate, or introduction. Sutirman [7] suggests that learning media can be regarded as graphics, photographic, or electronic tools, which can be used to reveal, process and rearrange visual or verbal information. According to Cecep Kustandi and Bambang Sutjipto [8], instructional media is a tool that can help teaching and

learning process and serves to clarify the meaning of the message conveyed, to achieve the goal of learning with better and perfect. According to Cecep Kustandi and Bambang Sutjipto (2013: 23) some of the practical benefits of using instructional media in the teaching and learning process are to clarify the presentation of messages and information, direct the children's attention, overcome the limitations of the senses, space, and time, and provide the same experience to the students. In essence, the process of learning is also a process of communication, then the learning media can be understood as a communication medium used in context and to achieve learning objectives. In the method of communication, the learning media has an essential role as a means to channel learning messages [9]. According to Cecep Kustandi and Bambang Sutjipto [10], teaching media is a tool that can help teaching and learning process and serves to clarify the meaning of the message conveyed, to achieve the goal of learning with better and perfect. According to Vaughan (2004) in Iwan Binanto [11] which explains that multimedia is a combination of text, art, images, animation, and video delivered by computer or manipulated digitally and can be submitted and controlled interactively. According to Bambang Warsita [13], interactive multimedia learning can be defined as a combination of various media that is packaged (programmed) in an integrated and interactive way to present a particular learning message. According to Cecep Kustandi and Bambang Sutjipto [14], the trend in the world of education in connection with the use of media is to use various media (multimedia), called multimedia because in this media is a combination of different media that have been mentioned before, you use audio, video and graphics. Nowadays, multimedia is directed to computers that are in rapid development and help in education. A multimedia is a messaging tool that combines two or more elements of media, including text, images, graphics, photos, sound, film, and animation in an integrated manner. In line with the above opinion, Munir [15] said that multimedia presentation could be interpreted as a technology that optimizes the role of the computer as a medium that displays text, sound, graphics, video, animation, in an integrated and interactive display. Examples of interactive multimedia are interactive learning, game apps, and more.

Learning is defined as the process of creating an environment that allows the learning process. So in the primary knowledge is how students learn. Learning concerning students' mental activity in interacting with the environment that produces behavior changes is relatively constant. Thus the aspect becomes important in the learning activity is the environment how this environment is created with methane elements so that it can change student behavior. From these descriptions, if the two concepts are combined then multimedia learning can be interpreted as a multimedia application combined in the learning process, in other words to channel the message (knowledge, skills, and attitudes) and can stimulate students' choices, feelings, concerns and humanity so that intentionally the learning process occurs, aimed and controlled. From some opinions above can be concluded understanding of interactive multimedia learning multimedia application in the form of text, images, graphics, animation, and sound combined into one in the learning process equipped with user-operated controller tools, so users can choose what is desired for the next operation.

2.3 Multimedia Interactive Learning Benefits

Multimedia interactive has many benefits if used in the learning process. According to Daryanto, [16] when learning multimedia is chosen, developed and used correctly and well, will provide enormous benefits for teachers and students. In general, the benefits to be gained are: 1) The learning process is more interesting. 2) More interactive. 3) The amount of teaching time can be reduced. 4) The quality of student learning can be improved. 5) The teaching and learning process can be done anytime and anywhere. 6) Student attitudes can be developed. In line with the above opinion, According to Yudi Munandi [17], the advantages of interactive multimedia are: 1) Interactive. As the name implies, this multimedia program is programmed or designed to be used by students individually (self-study). When students apply for the program, they are invited to engage audibly, visually, and kinetically, so that with this engagement it is possible that the information or messages are easy to understand. 2) Give individual affection climates. Explicitly designed for self-study, individual student needs are accommodated, including those who are slow in receiving lessons. Because interactive multimedia can provide a more effective climate in a more individualized way, never forget, never bored, very patient

in performing an instruction, as it is desired. This effective climate will involve the re-development of various objects that exist in the minds of students.3) Increase motivation to learn. With the accommodated needs of students, Swapan will be motivated to continue learning.4) Provide feedback. Interactive multimedia can provide immediate feedback on learning outcomes done by learners. 5) Because interactive multimedia is programmed for self-learning, its use controls are entirely within the user.

3. Conclusion

The development of animation-based interactive media is significant to do in the elementary school environment as part of efforts to early recognition and planting of love characters to read and improve the literacy skills of elementary school students. Literacy skills in the development of the era of the growth of industrial revolution 4.0 are not enough if only interpreted as the literacy of reading, writing and counting just, but also must be directed to answer the challenges of modern literacy development of data literacy, technological literacy, and humanitarian literacy. Interactive animated media can respond to the developmental problems and needs of new scholarship through the features offered in interactive media such as data storage support features, multimedia features and help self-study. There are many advantages of the development of interactive multimedia in helping to facilitate the students' literacy skills such as the learning process becomes more interesting for students, more interactive (can bridge the concept of complete and independent learning), reduce/shorten the teaching time, improve the quality of knowledge, and form the learning flexible (education can be done anytime and anywhere).

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