

Learning Model of Reading and Writing Literacy During the Covid-19 Pandemic in Kindergarten



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ABSTRACT: This study aims to describe the learning model of reading and writing literacy during the Covid-19 pandemic at TK Tunas Ambulung Banjarbaru and TK Tunas Bangsa Banjarbaru. This study uses a qualitative approach with a multi-site method. Data collection through interviews, observation and documentation. The data is processed in the form of reduction, data presentation and conclusion. The results of the study illustrate that Kindergarten uses guidelines from the Ministry of Education and Culture, fun play activities at school and at home, creates a pleasant atmosphere and provides an environment rich in literacy at school and at home, increases the competency of school principals and teachers through webinars on the implementation of learning and improvement competence in school and inter-school learning communities, partnering with Community Health Centers and Regional Libraries in limited face-to-face meetings, and teachers and parents taking advantage of Kindergarten media around children's homes and around the school environment.

KEYWORDS: learning model, reading and writing literacy, covid-19 pandemic

INTRODUCTION

Literacy is one of the spearheads in the world of education. Literacy culture in the field of education and society has a very important role because it is one of the benchmarks for the progress of a nation. In early childhood this literacy ability is a must-have basis. Literacy in this case is the child's ability to read and write, because this ability will be used by children in their daily life later. Literacy skills are very important to grow in early childhood because they are able to make children have critical, logical, creative thinking skills, innovation, collaboration, and communication so that they can prepare children to enter the world of school, and the development of good literacy correlates with academic achievement. Cultivating an interest and love of literacy from an early age will have a high success rate compared to cultivating a love of literacy at a higher age, so that appropriate educational stimulation and stimulation can help children to have a pleasant literacy experience and form a strong foundation for the development of reading skills and write. The children's literacy skills in the future are influenced by the children's initial literacy skills. This means that when a child is already in elementary school (or equivalent) he has low literacy skills because he is influenced by the stimulus received by the child before he enters elementary school (Kennedy, et al, 2012).

The introduction of the concepts of reading, writing and arithmetic is an effort to introduce the basic concepts of literacy which develop children's cognitive and language abilities (Fahmi, 2020). According to Khirjan (2020) states that children's literacy skills can affect social-emotional development, cognitive development and children's language.

Minister of Education and Culture Number 137 of 2014 concerning the National Standards for Early Childhood Education states that the level of achievement of child development is the growth and development of children achieved in a certain age range, the child development in question is the integration of the development of aspects of religious and moral values, cognitive, physical motor, art, language and social emotional.

One of the early childhoods learning development programs is language development. The language development program includes creating an atmosphere for the development of language maturity in the context of play. The early childhood language development includes language, expressing language, and literacy. The activity of children listening and reading information is the development of receptive language skills, while the ability to speak and write information is an expressive ability. The development of children's language at this age is closely related to basic literacy, namely literacy that children acquire when carrying out play activities at Early Childhood Education institutions (Ministry of Education and Culture of the Republic of Indonesia, 2014).

The results of the PISA test in 2018 for Indonesia were at a very alarming score, especially in obtaining a score on a reading score of 371 compared to China, which obtained the highest score, namely 555 (Siantajani, 2020) world literacy, meaning that people's interest in reading is very low. According to UNESCO data, the reading interest of the Indonesian people is very

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concerning, only 0.001%. This means that out of 1,000 Indonesians, only 1 person is an avid reader. In a different research entitled World's Most Literate Nations Ranked conducted by Central Connecticut State University in March 2016, Indonesia was ranked 60th out of 61 countries in terms of reading interest, just below Thailand (59) and above Botswana (61). In fact, in terms of infrastructure assessment to support reading, Indonesia's ranking is above European countries (Rahmawati, 2020).

TK Tunas Ambulung Banjarbaru and TK Tunas Bangsa Banjarbaru found data that their reading and writing literacy children aged 5-6 years are good in terms of reading and writing ability. From the results of interviews with the head of Kindergarten and teachers at TK Tunas Ambulung as group B teachers aged 5-6 years, 70% of children aged 5-6 years were seen in the results of semester 1 progress reports had good literacy skills, then the researcher also conducted a preliminary study at Tunas Bangsa Kindergarten and conducted interviews with the head of TK Tunas Bangsa, she said that as many as 50% of children in Semester 1 already has reading and writing literacy skills. Literacy learning activities at TK Tunas Ambulung and TK Tunas Bangsa are also carried out with fun learning activities so that it is very interesting for children, parents are greatly assisted by literacy learning activities to read and write using loose parts media carried out by the two institutions during the Covid-19 pandemic. The results of the research on reading and writing literacy learning models during the Covid-19 pandemic at TK Tunas Ambulung Banjarbaru and TK Tunas Bangsa Banjarbaru include model policies and learning behavior models using the guidelines provided by the Ministries of Education, Culture, Research and Technology. Learning activities are carried out through fun play activities at school and at home. atmosphere of the learning environment by creating a pleasant atmosphere and providing an environment that is rich in literacy reading and writing literacy both at school and at home, teacher involvement in learning is carried out by increasing the competence of school principals and teachers by participating in training on the implementation of learning during the Covid-19 pandemic and actively involved in competency improvement activities within the education unit within the learning community between schools through online communication and limited face-to-face meetings, school partnerships are implemented in collaboration with the Public Health Center, Regional Libraries which are carried out in limited face-to-face activities and facilities and infrastructure in learning by utilizing Kindergarten facilities and infrastructure at home when children learn from home by utilizing

METHOD

The research approach used is qualitative research with a multi-site research design. The purpose of this research is to identify and describe the elements and models of implementing literacy learning during the Covid-19 pandemic in kindergartens. This research was conducted in two early childhood education institutions at TK Tunas Ambulung Banjarbaru and TK Tunas Bangsa Banjarbaru. Data collection techniques were carried out through observation, interviews and documentation studies. Data validity tests in qualitative research include credibility tests (internal validity in qualitative research), transferability (external validity), dependability (reliability) and confirmability (objectivity) (Sugiyono, 2017). In this case, the data analysis technique used by researchers is data analysis technique according to Miles and Huberman, consisting of (1) data reduction, (2) data presentation, (3) drawing conclusions/verification. Cross-site data analysis according to Bogdan and Biklen is by formulating propositions based on the findings of the two research sites, comparing and combining the findings from the two research sites, and formulating conclusions as the final findings of the research.

RESULTS AND FINDINGS

The learning model for reading and writing literacy during the covid-19 pandemic at TK Tunas Ambulung Banjarbaru and TK Tunas Bangsa Banjarbaru includes policies and behavioral models for learning reading and writing literacy, literacy learning activities for literacy, the environment in literacy learning reading and writing, teacher involvement in learning school partnerships in learning reading and writing literacy and facilities and infrastructure in learning reading and writing literacy.

A. Policies and models of literacy learning behavior during the Covid-19 19 pandemic in TK Tunas Ambulung Banjarbaru and TK Tunas Bangsa Banjarbaru

The direction of the first field research findings regarding policies and models of literacy learning behavior during the Covid-19 pandemic based on the results of interviews, observations and documentation at TK Tunas Ambulung Banjarbaru and TK Tunas Bangsa Banjarbaru can be concluded that in the focus of policy and The literacy learning behavior model for literacy during the Covid-19 pandemic was carried out on the basis of policies from the Ministry of Education and Culture regarding learning during a pandemic, the 2013 PAUD curriculum and emergency curriculum, the 2013 curriculum learning guide, the Learning from Home learning guide and the literacy learning model guide for literacy using media Loose Parts, learning activities by playing, telling stories and experiments reading and writing literacy activities that can be done anytime and anywhere, extra letter recognition activities for the 5-6 year old group as preparation for entering elementary school, and the involvement of all school personnel. The curriculum used by schools that follow policies from the Ministries of Education, Culture, Research and Technology is solely to provide flexibility for teachers to accompany children in all situations so that learning can be better.

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This is in line with previous research, namely that every curriculum designed must reflect the vision, mission and goals of the school. The curriculum is also important for innovating, updating and developing the previous curriculum to be better in the future (Afifah, Suriasyah, Aslamiah 2019). In line with what was said (Tawa, 2019) that education policy is an outcome that can be used as a guide in making legal educational decisions that are also neutral and can be adapted to a moderate educational environment, so that it can carry out its function as a guide in action, providing direction activities in education or an organization or school with the community and the government so that they can achieve a goal that has been set together. Policies and models of behavior for literacy learning activities during the Covid-19 pandemic are carried out through playing activities, telling stories and conducting simple experiments or experiments both while children are studying at home and while children are participating in limited face-to-face learning activities. This is in line with what was said by Pancaningrum (2015) stated that we as adults must be able to respect children's rights, one of which is their desire to learn something. Just as when children want to learn to read and write, we can offer them some activities they like. Playing is a fun activity for early childhood so if we offer reading and writing activities by playing it will make children happy learning to read and write. Apart from playing, storytelling can also be a way to get children to learn to read and write in a fun way, this is in line with Permatasari, et al (2017) which states that playing, telling stories and singing for a handful of people are just fun and time-consuming activities, but actually contributes greatly to the process of early childhood development, where storytelling is a form of literacy activity that functions to stimulate early childhood abilities and creativity (Permatasari, Inten, Mulyani, Rahminawati, 2017). Literacy reading and writing activities can be carried out anytime and anywhere, both when the child is at school or at home, when the child arrives at school until the child comes home from school, learning to read and write can be inserted where this activity is accompanied by teachers and parents. When the child is at home, parents can stimulate children's reading and writing through the children's daily activities at home using the media at home. This is in line with the results of Ifadah (2020) which explains that if you want to provide maximum results in literacy skills, the active role of parents, educators and the community is needed by providing free time to accompany children in literacy activities. How the role of extra letter recognition activities specifically for children aged 5-6 years as an effort to prepare for entering elementary school is also one of the policies and models of behavior carried out by schools to support literacy activities. This is consistent with introducing the basic concept of literacy as one of the efforts that can be made in developing children's language and cognitive abilities where this ability includes introducing the concepts of reading, writing and arithmetic, which are expected to help children adjust to their advanced school (Fahmi, Syabrina, Sulistyowati, Saudah, 2021). However, as we know that reading and writing activities for parents are not only enough to do in play activities, so teachers must have a way of collaborating children's play activities with reading and writing activities so that they cannot be separated from government policy channels as outlined in the Minister of Education and Culture Regulation. Culture of the Republic of Indonesia Number 137 of 2014 where in the Standard Level of Achievement of Child Development (STPPA) it is explained that learning to read and write arithmetic for early childhood is limited to the introduction of concepts that are included in the scope of cognitive development, one of which is knowing the ABCD-ABCD Pattern.

Making policies and models of behavior in reading and writing activities must be carried out jointly by all school personnel, starting from school principals, teachers, parents and the community so as to create a literacy-rich children's environment that is able to make children like and love reading and writing activities without feeling hurt forced. One of the factors above is that the family is one of the environments that plays an important role in creating an environment that is cultured with literacy according to Bronfenbrenner and Morris in (Amini, 2015). The same thing was also explained in Jackson's research in (Jiwa, 2017) that the biggest role in the progress of children at school is the role of school structure and organization, especially the role of the teacher. The research found that a teacher has a very important role in the progress of children's development by giving special attention to children through motivation and encouragement to children to have an interest in reading.

B. Literacy learning activities for reading and writing during the covid-19 pandemic at TK Tunas Ambulung Banjarbaru and TK Tunas Bangsa Banjarbaru

The direction of the first field research findings regarding literacy learning activities during the Covid-19 pandemic based on the results of interviews, observations and documentation at TK Tunas Ambulung Banjarbaru and TK Tunas Bangsa Banjarbaru it can be concluded that the focus of literacy learning activities is During the Covid-19 pandemic it was carried out based on literacy and numeracy learning guides using loose parts media from 'BP-PAUD dan Dikmas Provinsi Kalimantan Selatan', involvement school principals, teachers and parents, create learning tools that are integrated with literacy learning, reading and writing can be carried out from the time the child arrives until the child returns from school and at any time at home, reading and writing literacy activities are focused on the stages of learning, and integrated assessment with the assessment of language aspects in language reception, expressing language and initial literacy. Policies and models of behavior in learning to read and write literacy during the Covid-19 pandemic are an important concern before carrying out learning activities during the Covid-19 pandemic, learning guides during the covid-19 pandemic in Kindergartens are very much needed in carrying out literacy learning activities as well as other aspects of learning as an effort so that Kindergarten-aged children get Kindergarten the right to play while learning even though they are in a pandemic period covid-19 so that it does not become a generation that is left behind in all aspects of development by preparing

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various meaningful activities for children as outlined in learning tools that can be applied by parents while accompanying children learning from home or by teachers when face-to-face learning is limited.

This is in line with the Government's statement through the Ministry of Education, Culture, Research and Technology in his presentation in Jakarta, 2 June 2021 that learning policies must refer to the principles of implementing education during the Covid-19 pandemic, namely health and safety and taking into account the growth and development and rights of children during the covid-19 pandemic so that a learning guide is needed as an educational tool in organizing learning during the covid-19 pandemic (Ministry of Education, Culture, Research and Technology, 2021). Learning activities will not run smoothly without the support of various parties, namely school principals, teachers and parents who work together to prepare and carry out literacy learning activities during the Covid-19 pandemic. This is in line with the opinion quoted by Utami (2021) which states that the school literacy movement is a social movement with the collaborative support of various elements in schools starting from students, education staff, parents of students in understanding and using something intelligently through reading, seeing, listening, writing and speaking. Learning tools that are integrated with literacy learning can also create fun reading and writing learning activities that make children feel that they are learning to read and write in play activities. Learning devices according to Sulaeman in Musyadad, Hanafiah and Tanjung are called Kindergartens that as a supporter of school success and achievement of goals, learning devices must be prepared by teachers in schools without exception. In addition, according to Tanjung in Musyadad, Hanafiah and Tanjung that to evaluate learning in schools by teachers, it is actually the goal of making teaching tools (Musyadad, Hanafiah, Tanjung, 2022) that reading and writing literacy activities in kindergarten carried out from the time the child arrives until the child returns home and can even continue at home with the parents. It is this interaction that creates a meaningful literacy experience for children, so that they can provide information and skills from this literacy experience so that they have skills in problem solving and critical thinking. Experience literacy through activities that are closely related to all domains of child development but use a fun way where the aim is to develop skilled abilities by children in literacy in early childhood (Afnida & Suparno, 2020).

Literacy learning to read and write in Kindergarten is carried out with a focus on the learning stages at school so that this can make it easier for teachers to invite children to like doing literacy activities. The stages carried out by the teacher are to arrange activities that are integrated with literacy learning in reading and writing in children's daily activities or activities at school, designing media that will be used in introducing reading and writing literacy for children, designing appropriate methods for introducing reading and writing literacy. Writing for Kindergarten-aged children, determine what basic competencies they must master in reading and writing literacy activities at Kindergarten age (Husnaini, 2018). Reading and writing literacy learning activities that are integrated with aspects of language development that focus on early literacy competencies can provide assistance to teachers and parents in understanding the achievement of children's developmental levels. To provide an objective assessment in Early Childhood Education it is necessary to improve the learning process that occurs so that it can provide stimulation according to the stages of child development. Skills that must be developed in language is listening, reading, writing and dialogue (Liyana and Kurniawan, 2019). So that through learning that occurs in schools in early childhood it can help children improve aspects of language development (Nurwahyuni and Mahyuddin, 2021)

C. The atmosphere of the environment in learning to read and write during the covid-19 pandemic at TK Tunas Ambulung Banjarbaru and TK Tunas Bangsa Banjarbaru

The direction of the first field research findings regarding the atmosphere of the literacy learning environment during the covid-19 pandemic based on the results of interviews, observations and documentation at Ambulung Tunas Kindergarten and Tunas Bangsa Kindergarten, Banjarbaru City, it can be concluded that literacy learning activities during the covid-19 pandemic at the Ambulung Tunas Kindergarten in Banjarbaru City and the Banjarbaru Tunas Bangsa Kindergarten found that in focusing on the atmosphere of the literacy learning environment during the covid-19 pandemic in Kindergarten it was done by creating a comfortable environment and rich in reading and writing literacy both at home and at school, using learning strategies through playing activities, telling stories and experimenting, using center and classical learning models, creating effective communication with parents, creating a pleasant atmosphere through meaningful play activities for children both at home both at school and using interesting learning media for children. Creating an environment that is comfortable and rich in sincere in reading and writing literacy both at home and at school in early childhood learning activities requires an environment that supports them in carrying out activities according to their pleasure. As we know that the essence of early childhood learning is playing. So creating an environment that is comfortable and rich in reading and writing literacy both at school and at home is a must if we want children to enjoy reading and writing later. School is one place that can form a good culture in increasing interest in reading for early childhood, the school environment is also influential in fostering interest in reading. An environment that gives children freedom in space and in the interaction of reading and writing can form a strong foundation in the development of reading. Using learning strategies through playing, storytelling and experimenting, using center and classical learning models in teaching literacy during the Covid-19 pandemic. Teaching and learning activities should be able to help children achieve pleasant learning outcomes so that children are cheerful and not pressured.

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According to children's needs, a pattern is needed that can be carried out by the teacher through playing, storytelling and singing methods (Sadiana and Desni, 2016). Creating effective communication with parents in learning to read and write literacy during the Covid-19 pandemic. As it is known that learning activities do not only occur in schools and parents hand over their children to study at the school, but continuity between school and home is also needed in stimulating aspects of early childhood development, one of the most important of which is the ability in literacy to read and write which will be needed by children in his daily life. Hermawati and Sugito (2022) stated that important predictors for children's language and literacy development can be done with a literacy environment at home. Rose et al., (2017) also stated that experience of language and literacy with special interactions, for example reading books together, was shown to be influenced by the opportunities created by parents (Hermawati and Sugito, 2022). Teachers and parents can create a pleasant atmosphere through meaningful play activities for children both at home and at school in learning literacy during the covid 19 pandemic. This is in line with the opinion of Mulyati, 2019 which states that teachers in schools need to create a pleasant atmosphere so that children feel unburdened and teachers are also able to convey material using interactive learning methods (Mulyati, 2019). Use of interesting learning media for children in learning literacy during the Covid-19 pandemic. Learning media is a tool that can be used to convey news/information from similar sources to students. This aims to stimulate students' thoughts, feelings, interests and attention, and invite them to participate in learning activities (Maulida and Suyadi, 2021).

D. Teacher involvement in literacy learning to read and write during the covid-19 pandemic at TK Tunas Ambulung Banjarbaru and TK Tunas Bangsa Banjarbaru

The direction of the findings of field research regarding teacher involvement in learning reading and writing literacy during the covid-19 pandemic based on the results of interviews, observations and documentation at TK Tunas Ambulung Banjarbaru dan TK Tunas Bangsa Banjarbaru, it can be concluded that literacy learning activities in during the covid-19 pandemic found that teacher involvement in teaching literacy learning during the covid-19 pandemic in Kindergarten was carried out by increasing teacher competence both with internal meetings regularly at school, attending seminars/training related to literacy learning, attending regular meeting activities from partner organizations, preparing learning tools, tools and media before learning starts both when Learn from Home and Limited Face-to-face Meetings are limited and conducting active communication with parents during children study d home. Teacher involvement in learning reading and writing literacy during the Covid-19 pandemic in Kindergarten is carried out by increasing teacher competency both by routine internal meetings at school, attending seminars/webinar/training related to literacy learning, attending regular meetings from organizations partners, prepare learning tools, tools and media before learning starts both when when Learn from Home and Limited Face-to-face Meetings and conduct active communication with parents while children are studying at home.

Based on the results of school research, improving teacher competency through regular internal meetings at school is one of the findings in teaching literacy during the Covid-19 pandemic. It is important for an educator to have teacher competence to support the success of student learning during a pandemic (Sudrajat, 2020). To achieve competence as required for Kindergarten by Permendiknas No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competency is not an easy thing for PAUD educators. The existence of financial constraints makes it impossible for PAUD educators to continue Kindergarten at a higher level of study in tertiary institutions. Activities to support these limitations can be carried out by holding regular internal meetings at school such as studying together in a learning community at school. The learning community is a non-formal space that Kindergarten can use to gain additional learning. A learning community is an association where members have the same learning goals and interact with each other to realize these learning goals. Because it has the same goal, each member participates in every learning process in it. Each individual can learn faster and have a good learning attitude in a participatory environment. Sekar and Kamarubiani (2020) Participating in seminars/webinar/training is related to learning literacy. This is in accordance with the opinion of Zakiya & Nurhafizah (2019) that in developing the quality of educators so that goals and aspirations as teachers can be realized, they can participate in activities such as seminars, training, workshops that are appropriate to the teacher's field (Laili and Maulidiyah, 2021). Routine meeting activities from partner organizations to involve Kindergarten teachers in literacy learning activities during the Covid 19 pandemic were one of the findings in this study. Partner organizations in Early Childhood Education are needed by teachers to improve teacher competence in learning, especially during the Covid-19 pandemic as it is today. Activities in partner organizations that provide support to teachers and education staff in improving their abilities in planning, implementing and evaluating learning. Therefore, teachers and education staff must have a strong desire to participate in a series of activities held by partner organizations. Partner organizations in Early childhood education programs consist of HIMPAUDI, IGTKI, KKG PAUD, PKG PAUD and Cluster PAUD. preparation of learning devices, tools and media before learning begins both when BDR and PTM are limited in literacy learning activities during the co-19 pandemic. According to Meliantina (2019) in implementing the school literacy program, all teachers have their respective roles in relation to literacy activities. The role of the teacher facilitates children's learning in order to achieve the planned goals (Purnomosari, Jabar and Muthmainah, 2022). During the pandemic the Early childhood education programs teacher tried to develop the best possible learning plan, in order to be able

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to used and can help parents accompany their children when learning online at home (Laili and Maulidiyah, 2021). Learning tools and media are no less important that teachers must prepare for learning both in normal situations and during the Covid-19 pandemic. This is in line with the opinion of Syukri 2020 which states that in carrying out learning it is more meaningful if in the process we use learning media (Syukri, 2020). Through media, children are able to focus on Kindergarten for longer, their attention and concentration in activities will increase. Regarding the next question regarding other media used by the teacher in teaching reading and writing to PAUD children, it can be concluded that using objects around the child, blackboards, picture media, big book media, blocks, whiteboard zoom, quizzes, playing matching letters with pictures, hand puppets, number and letter puzzles, worksheets, notebooks and blank HVS paper, children's snack packs, and using milk cartons as the basic material for the media. It can be seen in the media used by Early childhood education programs teachers in Cipondoh, there is only one media that involves Kindergarten, children can communicate and interact socially with their environment, namely using hand puppets (Fitria, Jalal and Supena, 2022) to communicate actively with parents while children are studying at home. Learning activities will not be effective if there is no cooperation between teachers and parents, so intense communication is needed in the child's learning process in Kindergarten. Parents also have great hopes for their children to have the ability to read and write from an early age. Realizing the expectations of these parents is of course the task of a teacher who acts as a teacher and educator at school. The role of parents is no less important, so collaboration between parents and teachers is needed to make this happen. According to Brito and Waller, 1994 in Padmadewi, et al stated that parental involvement in education is defined as efforts made by parents to participate in children's education, either by coming to school or by discussing with the school about child development (Padmadewi, Artini, Nitiasih, and Suandana, 2018). The same thing was also expressed by Salasiah, Asniwati, & Effendi (2018) the success of achieving educational goals is determined by the foundation in learning and the elements in it, namely students, educators, interaction of students with educators, environment, and educational material/content.

E. School partnerships in learning literacy to read and write during the Covid-19 pandemic in TK Tunas Ambulung Banjarbaru and TK Tunas Bangsa Banjarbaru

The direction of the findings of field research regarding school partnerships in learning reading and writing literacy during the covid-19 pandemic based on the results of interviews, observations and documentation at TK Tunas Ambulung Banjarbaru and TK Tunas Bangsa Banjarbaru, it can be concluded that literacy learning activities in during the covid-19 pandemic found that in the focus of school partnerships it was done by partnering with parents in learning at home, both Learn from Home and Limited Face-to-face Meetings, partnering with puskesmas by conducting MoUs, partnering with partner organizations such as regional libraries, IGTKI, PKG and KKG by attending and being active members of the Forum. School partnerships in learning literacy to read and write during the covid-19 pandemic in Kindergartens is by partnering with parents in home learning both Learn from Home and 'Pertemuan Tatap Muka Terbatas'. As it is known that during the Covid-19 pandemic learning activities could not be fully implemented by teachers at school, but children also studied from home so that parents were the first and foremost partners in providing learning support during the Covid-19 pandemic, especially in learning to read and writing to prepare children to enter the next school level.

This is in line with research from Sofiyah, et al that teacher and parent collaboration can be done in a number of ways, namely: holding regular meetings at least at the time of acceptance of new students, making teacher and parent guidance cards, handing over children's learning outcomes or portfolios for 1 semester. In addition, cooperation can be carried out by visiting educators to parents' homes or vice versa, forming a school committee that consists of a collection of parents and educators to provide information to both parties about improving student learning activities both at school and at home. Cooperation This can also be done through case conferences or holding meetings to discuss cases that occur in schools. Through these various forms of cooperation, it is hoped that parents will know the ability or level of achievement of their respective children (Shofiyah, Nadhifah and Purnama, 2019). Collaborating with the 'puskesmas' by conducting an MoU is a form of school partnership. The MoU here is related to student health services in schools. Health services in general for immunization, health counseling, health checks in which there is early detection of child development, one of which is the language development of early childhood according to age standards, so that if it is found, the 'puskesmas' can provide information to teachers and other people. Old for follow-up. Partnering with regional libraries in supporting literacy learning activities during the Covid-19 pandemic was also found in this study. Learning activities during the Covid-19 pandemic when this research was carried out with limited face-to-face meetings, but learning activities continued according to the activities that had been determined at the beginning of the school year so that visits to regional libraries were carried out.

This activity of visiting the regional library had become a program of activities every year before the Covid-19 pandemic occurred so that in 2021 when limited face-to-face learning activities were allowed, this activity would still be carried out. Visits to regional libraries are a form of school activity in partnership with educational institutions or organizations that support the process of learning literacy. The children were introduced to a place that they could use to find information from printed media in the library. In this way, it is hoped that children will grow their interest and love for books. IGTKI, PKG and

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KKG are several school partners in increasing the capacity of teachers as educators. This activity is carried out by actively attending and becoming active members of the Forum in order to increase their knowledge of learning activities carried out during the Covid-19 pandemic. Meeting activities held in this partner organization during the Covid-19 pandemic were carried out online and there were also those held face to face with predetermined health protocols. Activities where teachers and education staff gather to discuss problems that occur in learning during the Covid-19 pandemic. One of the focuses of the discussion is on how to stimulate aspects of early childhood language development, especially for children aged 5-6 years who will graduate in Kindergarten, especially regarding the initial literacy they must master to go to the next school level. This forum is a forum for teachers to find solutions together, learn together and share experiences on their strategies for providing literacy learning to read and write during the Covid-19 pandemic for Kindergarten-aged children.

F. Facilities and infrastructure in learning literacy to read and write during the Covid-19 pandemic in TK Tunas Ambulung Banjarbaru and TK Tunas Bangsa Banjarbaru

The direction of the findings of field research regarding facilities and infrastructure in teaching reading and writing literacy during the Covid-19 pandemic based on the results of interviews, observations and documentation at TK Tunas Ambulung Banjarbaru and TK Tunas Bangsa Banjarbaru, it can be concluded that literacy learning activities during the covid-19 pandemic found that in the focus of learning facilities and infrastructure for literacy learning to read and write during the covid-19 pandemic in Kindergartens carried out in collaboration with parents in preparing facilities and infrastructure to support learning that is rich in reading and writing literacy at school and at home, providing simple guidelines to parents on how to carry out learning using existing facilities and infrastructure at home, and using loose parts media as a means that is easy to obtain Kindergarten at school nor At home. Teachers and parents prepare facilities and infrastructure to support literacy learning to read and write at school and at home found in this study.

The facilities and infrastructure used by children while they are studying from home or face-to-face at school can be overcome by preparing tools and materials that are around children while they are at school or while they are at home. The ingredients can use anything found at home. One of the activities that can be done at home is through playing activities reading writing in the sand with parents. Playing activities using sand media to improve children's ability to write at the start so that they can meet development indicators for children aged 4-5 years. This writing activity using sand makes learning fun and attracts children's interest in learning. The infrastructure used in our homes can benefit from the Kindergarten in the school yard and all areas in the house for literacy learning activities while the children are at home. For facilities and infrastructure that can be used by teachers while children study at school are still the same as those used by teachers during normal learning activities as usual. Good cooperation between families and educational units will greatly support the progress of our children's education. Especially in pandemic conditions and challenges that sometimes cannot be predicted beforehand. Changes continue to occur which demand the role of parents to be important and primary for children's development.

The teacher uses a simple guide for parents on how to carry out learning using existing facilities and infrastructure at home. This simple guide used by parents when accompanying their children while studying during the Covid-19 pandemic can help parents equate the right stimulation when their children are studying at home or at school. Teachers use loose parts media as a means that can be easily obtained in Kindergarten at school or at home. Loose parts media is used by teachers and parents to support face-to-face learning activities during the Covid-19 pandemic. Loose parts media is media that is easy to find both at school and at home. Reading and writing activities using loose parts media at home in the form of writing on food boxes, milk boxes, household appliances, or parents can put written labels according to the names of these objects on each of these objects. Playing in the living room by mentioning the names of the objects that are there. The activities found were children playing drawing clothes on the page on the sand then writing the name of the object being drawn.

This is what children call playing using loose parts media. Literacy activities for children to read and write during a pandemic using other loose parts media are by arranging stones to write letters and then reading them together with their parents. This is in line with the opinion that the playing method using loose parts games is very suitable for early childhood. Because, early childhood learn to use all the five senses. So by using loose parts media, children can immediately see and feel to recognize various textures of objects using all their imagination to create works using various media. By playing loose parts, early childhood can get to know the environment and the objects around them, understand that these objects can be used in Kindergarten or can be reused to form new works (Fransiska and Yenita, 2021)

CONCLUSIONS

The learning model for reading and writing literacy during the covid-19 pandemic at TK Tunas Ambulung Banjarbaru and TK Tunas Bangsa Banjarbaru uses guidelines provided by the Ministry of Education, Culture, Research and Technology, through fun play activities at school and at home. Creating a pleasant atmosphere and providing a literacy-rich environment at school and at home, increasing the competency of school principals and teachers by participating in learning implementation webinars and being actively involved in competence building activities in school and inter-school learning communities, partnering with

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'puskesmas', regional libraries implemented in limited face-to-face activities, and utilizing existing media around the child's home and for limited face-to-face learning in schools the teacher uses media in the school environment.

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