

Multilingual Literacy Strategy in the Context of Elementary School Literacy Development: A Case Study at SDN 3 Kaliori

Apit Pamungkas¹, Abdul Wachid Bambang Suharto²

^{1,2}Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri

ABSTRACT: The reading literacy level of elementary school students in Indonesia is still low, This low reading literacy reflects the challenges faced by the Indonesian education system in terms of improving reading literacy in a sustainable manner. Researchers found that there was a low interest in reading at SDN 3 Kaliori. Students tend to be more interested in digital activities such as playing online games and social media through gadgets rather than reading books. Given the symbiotic relationship between language and literacy, this study aims to provide an overview of literacy development through the Trilingual Habituation Movement in elementary schools, namely SDN 3 Kaliori. This study uses a descriptive qualitative approach. The results of the study show that the habituation movement is able to encourage an increase in student literacy. Students who are used to speaking in three languages, namely Indonesian, regional languages, and foreign languages, are encouraged to enrich their vocabulary through literacy activities. In addition to adding vocabulary, literacy also develops insight, critical thinking, and opinion skills. These findings suggest that a multilingual approach can be an effective strategy in improving primary school literacy.

KEYWORDS: elementary school literacy, three languages, habituation

I. INTRODUCTION

According to the results of the Programme for International Student Assessment (PISA) survey released by the Organization for Economic Co-operation and Development (OECD) from 2000 to 2022 which is held every three years, Indonesia's participation in PISA is as follows: in 2000 Indonesia's reading literacy score started from a low point of around 370 points, in 2003-2009 there was a steady increase in scores, reached a peak of around 400 points in 2009, in 2012-2018 the score tended to decrease, with a slight change but remained below 400 points, in 2022 the score experienced a significant decrease close to 350 points, which is the lowest point in the period indicated (OECD, 2023).

This proves that the lack of reading literacy skills among students in Indonesia, with an increase only briefly before declining again in the following years. This reflects the challenges faced by the Indonesian education system in terms of improving reading literacy in a sustainable manner.

Literacy activities in elementary schools require a clear interest and understanding to achieve the goal of good moral development in students and their competency development. In this case, special attention needs to be paid to literacy activities in schools by the Independent Curriculum as a new breakthrough. Teachers have an important role for students in literacy activities, both in habituating, developing, and teaching reading and writing (Abdullah, 2020). In addition, schools are also an institution responsible for creating a literacy culture, which is an important part of the teaching and learning process.

SDN 3 Kaliori is an educational unit that has implemented an independent curriculum. In the implementation of learning at SDN 3 Kaliori, there are several problems found by the researcher, among others, namely that it is true that there is a lack of students' interest in reading. Students are less enthusiastic in reading and looking for answers to the questions that have been given by the teacher. Students ask a lot of questions about the answers that are already available in the reading text. Students will also start reading if instructed by the teacher. Even reading textbooks is only done if there is an exam. This is because students do not have time to just read in the library. During break hours, students tend to gather with friends instead of spending time in the library. Especially in the current era, the development of gadget technology can also reduce students' interest in reading. Students tend to be more interested in playing online games, tiktok, and other social media through gadgets rather than reading books. The relationship between language and literacy is symbiotic, each of which supports each other's development. In the literacy journey, language plays a role as a means as well as a goal.

Literacy in the Great Indonesian Dictionary (KBBI) is the ability to write and read or a person's ability to process information and knowledge for life skills (Rohmaniyah, et al. 2023: 69). Literacy is the skill to be able to grasp and apply something through

Multilingual Literacy Strategy in the Context of Elementary School Literacy Development: A Case Study at SDN 3 Kaliori

reading, writing, listening, or speaking (Rohim & Rahmawati, 2020:2). According to Abidin (in Turnadi, 2018:69), the word literacy has a new meaning in the 19th century. In simple terms, literacy is seen as the ability to read and write. According to Budhastuti (2019:246), the interest in reading is a strong and deep concern accompanied by a sense of pleasure in reading. Instilling an interest in reading is better done from elementary school, it is necessary to get used to it at every opportunity (Widodo, et al. 2019:136). Reading is part of activities in the world of literacy. Literacy is an integral part of the world of education for the reason that information and knowledge are obtained through reading activities. The success or failure of the teaching and learning process can be determined from one of the factors, namely reading (Faradina, 2017: 60). In addition, reading is a single process that is built from the synthesis of various processes that can be understood as the activity of pronouncing words, understanding words, and finding the meaning of a reading (Harjasujana, 1996:4). Reading skills are mandatory competencies that students have (Mansyur, 2018:14), so reading is a useful ability to gain various new information, knowledge, and experiences (Jalil & Elmustian, 2020:66). However, the reality is that reading has not become a habit in Indonesian society.

Indonesia is the country with the 74th rank in the reading ability category with a score of 371 based on the results of the Programme for International Student Assessment (PISA) research (Tohir, 2019:1). The government as a policy maker has tried to improve reading skills through the School Literacy Movement (Megantara & Abdul Wachid, B.S., 2021:383) which is a manifestation of the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning Ethics (Faizah, 2016:2). According to Hidayat, et al. (2018:811), the School Literacy Movement is a program that has an effort to familiarize school residents to have broad insights. This movement is one of the efforts to make students have a culture of reading and writing as a step to make learning an activity throughout life (Laksono, 2006:7). The role of teachers and elementary school principals has an important role in the activities of the School Literacy Movement. Literacy practice includes a variety of activities, including curriculum development, teacher professional development, and the development of reading culture in the school community (Abella, et al., 2024:71).

Rohmadi, in his research, said that literacy and numeracy (calistung) is basic literacy. It is related to the ability to listen, speak, read, write, and count which is the ability to analyze and take into account, understand, describe, and communicate information according to personal understanding and conclusion. The five literacy supports and strengthens each other to be able to produce a generation of Indonesian Language and Literature that is mentally strong and competent, so that it is ready to become an intelligent and resilient generation in welcoming the era of the industrial revolution 4.0 (Rohmadi, 2018:30). According to Pamungkas (2024: 1), sourced from the third pledge of the Youth Pledge in 1928, Indonesian as one of the languages in the world has an important role in the life of the Indonesian nation. Indonesia is a pluralistic country with various ethnicities, races, cultures, customs, religions and languages in it. Language is one of the things that makes our country more diverse. However, many young people began to lose their knowledge of Javanese culture. This causes the existence of Javanese culture to be increasingly threatened and further away from young people as the next generation of the nation. Javanese culture needs to be applied and introduced to children from elementary school, especially today's children, to avoid the loss of culture that is increasingly eroded by globalization. In addition, English is one of the international languages that is no less important. When studying the importance of English in an individual's life, it is best to learn English from an early age. It needs to be an important concern for learners to start learning English from an early age, especially at the Elementary School level (Hamzah, Vega, Rahayu, MS, & Pattiasina, 2023).

Habituation is a process of instilling habits in children and is one of the ways to educate children (Sapendi, 2015: 27). Meanwhile, based on research by Marwiyati (2020:154). Habituation is the behavior of influencing a person that is done consciously, systematically, and repeatedly to make a person do something without needing to be influenced. The habit is the result of behavior that is carried out in a planned, mindful manner, so that the person who is affected is used to what is done. In other words, habituation is a behavior that is regularly performed. The habit of making people do things without the need for long thoughts (Megantara & Abdul Wachid, B.S., 2021:386)

The Three Language Habituation Movement is a habituation activity carried out by students to talk to fellow school residents using Indonesian, Javanese, and English. In 6 days of school, students can converse in 3 languages, with details: 2 days using good and correct Indonesian, 2 days using Javanese, and 2 days using English.

Related to the above background, a research entitled "Multilingual Literacy Strategy in the Context of Elementary School Literacy Development: A Case Study of SDN 3 Kaliori" was conducted. The purpose of this study is to describe the development of literacy in elementary schools with the movement of three-language habituation.

II. RESEARCH METHODS

This type of research is a qualitative field research. This research is a type of research that examines the condition of objects naturally by being guided by reality or events that occur and take place in the field (Haryono, 2015:236). This field research is a

Multilingual Literacy Strategy in the Context of Elementary School Literacy Development: A Case Study at SDN 3 Kaliori

broad approach. The researcher attended SDN 3 Kaliori to conduct observations and interviews with teachers and students at SDN 3 Kaliori.

This research uses an empirical approach, i.e. the researcher uses a descriptive qualitative approach. Qualitative research is the collection of data in a natural setting with the intention of interpreting the phenomenon that occurs where the researcher is the key instrument (Anggito & Setiawan, 2018: 8). Qualitative research has different characteristics than quantitative research. There are nine characteristics of qualitative research, namely 1) natural setting, so that very close interaction with data can be realized; 2) researchers also play a role as data collection instruments; 3) data sources are diverse in the form of words and images; 4) data analysis is carried out inductively, recursively, and interactively; 5) focus on participants, their meaning, and are subjective; 6) framing human behavior and its beliefs and underlying context, 7) design is more flexible, not rigid; 8) basic interpretive research; and 9) holistic (Sugiarti, et al., 2020:18).

In collecting data, this research uses observation, interviews with teachers, and documentation. The data sources that will be taken are school principals, vice principals, teachers, librarians, and students. Then the data is analyzed by means of data reduction, data presentation, verification, and conclusion. After analysis, the data is presented in a descriptive form so that it is easy to understand.

This research was conducted at SDN 3 Kaliori, based on the habituation stage, development stage, and learning stage. SDN 3 Kaliori is an educational unit that has implemented an independent learning curriculum.

Data analysis is a process in searching for and compiling data on research results by organizing data and selecting data as well as understanding in making conclusions so that they can be clearly understood (Hidayatun & A.Wachid B.S., 2021). The data analysis technique used is a qualitative analysis technique according to Miles and Hubberman (Sugiyono, 2017), namely data collection, data reduction, data presentation and the last step is drawing conclusions.

1. Data reduction is the activity of choosing a theme, making summaries, determining categories, and making patterns, so that data becomes meaningful (Umriati & Wijaya, 2020:115).

2. Presentation of data in narrative form. Data presentations are in the form of a set of information that is systematically and easily understood.

3. Drawing conclusions is the final stage in data analysis which is carried out looking at the results of data reduction still in accordance with the formulation of the problem with the objectives to be achieved. The data that has been compiled is compared with each other to draw conclusions as an answer to the existing problem. In order for the data to be valid, therefore, it is necessary to record points in the field, collect data, and pay attention to processes in the field so that the results are maximized (Hidayatun & A. Wachid B.S., 2021).

III.RESULTS AND DISCUSSION

The implementation of the Trilingual Habituation Movement at SDN 3 Kaliori aims to increase students' interest in reading and develop a strong literacy culture. This movement is important for developing reading skills and adding to students' insights in the modern era. This is because to be able to speak in 3 languages, students must increase their vocabulary by reading relevant books.

A. Implementation of the Trilingual Habituation Movement at SDN 3 Kaliori

Habituation Stage

The habituation stage is the initial stage in the Trilingual Habituation Movement which aims to get students used to doing literacy activities in daily life at school. The habit of reading 15 minutes before learning is effective in increasing students' reading interest and literacy skills (Susanti et al., 2024).

Based on the findings of the researcher at this stage of habituation, it is useful to increase reading interest. With reading activities 15 minutes before the lesson starts, the use of varied reading materials, as well as facilities such as libraries, reading corners and open spaces aim to build consistent literacy habits among students. Teachers play an active role in discussing reading and ensuring that literacy activities are relevant to the subject matter and age.

According to Fitriyani and Nugroho (2022), literacy culture has many benefits, including increasing vocabulary. In addition, literacy can optimize brain work, add new insights and information, improve interpersonal skills, sharpen oneself in grasping the meaning of information that is being read, develop verbal skills, train thinking and analysis skills, increase a person's focus and concentration, train in terms of writing and stringing meaningful words.

The school also strives to make literacy more attractive by providing various reading materials, such as newspapers and storybooks, and using visual media to display certain books. The reading materials provided also contain 3 languages, including Indonesian, Javanese, and English. This shows a constant effort to build students' interest in reading and reduce boredom through variety in literacy activities. In the habituation stage, students are given the freedom to choose reading, which can add to their insight and vocabulary.

Multilingual Literacy Strategy in the Context of Elementary School Literacy Development: A Case Study at SDN 3 Kaliori

Development Stage

The development stage is an advanced stage of habituation. At this stage, the school strives to develop students' skills from literacy.

Based on the findings of the researcher at the development stage, literacy activities must be presented creatively and interestingly to maintain students' interest in literacy. One of the activities that can be done is a book discussion where students are invited to talk about the books they read, build critical thinking skills and share opinions. Writing workshops can also be an engaging activity, where students learn to share new insights they gain from reading as well as write down new vocabulary they discover. Based on the results of the research obtained in the field, it can be juxtaposed with a quote (Oktrifanty, 2021:12) that through their writing skills, students can develop creativity and can use language as a means of communication. With this variety of activities, literacy is not only about reading, but also embraces the entire spectrum of language skills, from reading, writing, speaking, to listening.

Action Stage

The action stage is the final stage of the Three-Language Habituation Movement, where students begin to speak in 3 languages with their peers and teachers. Alternately, in 6 days of school, students converse in 3 languages, with details: 2 days using good and correct Indonesian, 2 days using Javanese, and 2 days using English. Thus, literacy activities are not only limited to reading before classes start, but there are real actions used in daily life.

Teachers and other education staff also need to be consistent in overseeing this activity. The habituation movement certainly requires a process and perseverance so that habituation turns into culture.

Based on the findings of the researcher at the action stage, students initially felt awkward and difficult when conversing using Javanese and English. This is due to the lack of vocabulary that students know. However, this can be overcome if students are diligent in reading and collecting a lot of vocabulary. This will support students to be active in literacy.

B. Supporting and Inhibiting Factors for the Implementation of the Trilingual Habituation Movement at SDN 3 Kaliori

Supporting Factors

Based on the results of the study, the researcher found that the main supporting factors in the implementation of the Trilingual Habituation Movement at SDN 3 Kaliori were supported by adequate facilities and infrastructure, a conducive environment, and the cooperation of teachers. These results are in line with the theory in Niswaty (2020's) research which states that a library complete with adequate facilities will certainly make students comfortable in the library and can foster students' interest in reading.

Inhibiting Factors

Based on the results of the study, the researcher found that the inhibiting factor in the implementation of the school literacy movement program at SDN 3 Kaliori was the low interest in reading among some students. In addition, there needs to be an additional variety of reading books in schools, so schools need to involve parents and the community, as well as seek book donations and the use of technology to support literacy. It is the same with the opinion of Dharma (2020) that the factors that hinder the school literacy program are reading habits that have not become a priority for the community, lack of reading resources so that they do not have an interest in reading.

CONCLUSIONS

The multilingual literacy strategy through the Three Language Habituation Movement has proven to be an effective approach in improving students' literacy skills at SDN 3 Kaliori. This strategy focuses not only on basic reading skills, but also on students' ability to understand, analyze, and reflect on the content of reading in three languages: Indonesian, Regional Language (Java), and Foreign Language (English). By getting used to speaking and reading in three languages, students are encouraged to expand their vocabulary, increase their interest in reading, and develop critical thinking skills and communication skills. The implementation of this strategy through the stages of habituation, development, and action shows that the integration of language habits with literacy activities is able to form a strong literacy culture in elementary schools. Despite challenges such as the low interest in reading of some students and limited reading materials, support from the school environment, teachers, and adequate facilities are important factors that strengthen the success of this movement.

REFERENCES

- 1) Abdullah, Syarif. "Urgensi Pendidikan Karakter Berbasis Literasi Digital Ada Siswa SDN 39 Kota Ternate." Jurnal Pendidikan Dasar, no. 1 (2020)

- 2) Abella, J.L., Kilag, O.K.T., Andrin, G.R., Taniza, F.N.,T., Groenewald, E.S., Cordova, N.A., (2024). Literacy Leadership in Elementary Schools: The Connections between Principal Practices and Reading Performance. *Excellencia:International Multi-Disciplinary Journal of Education* 2 (1). 69-78.
- 3) Budihastuti, E. (2019). Ketersediaan Bahan Bacaan sebagai Penunjang Kegiatan GLS ppada SMP Swasta di Jakarta. *Prosiding Seminar Internasional Kebahasaan*, 245-254
- 4) Anggito, A., & Setiawan, J. (2018). Metodologi penelitian kualitatif. CV Jejak (Jejak Publisher).
- 5) Dharma, K. B. (2020). Implementasi Gerakan Literasi Sekolah Dalam Menumbuhkan Minat Baca Siswa Sekolah Dasar. *Jurnal Edukasi Nonformal*, 1(1), 70–76. <https://ummaspul.e-journal.id/JENFOL/article/view/403>
- 6) Fitriyani, F., & Nugroho, A. T. (2022). Literasi Digital Di Era Pembelajaran Abad 21. *Literasi Jurnal Pengabdian Masyarakat Dan Inovasi*, 2(1), 307-314.
- 7) Faizah. (2016). Panduan Gerakan Literasi Sekolah di Sekolah Dasar. Jakarta: Direktorat Pembinaan Sekolah Dasar Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan.
- 8) Faradina, Nindya. (2017). Pengaruh Program Gerakan Literasi Sekolah terhadap Minat Baca Siswa di SD Islam Terpadu Muhammadiyah An-Najah Jatinom Klaten. *Jurnal Hanata Widya*, 6 (8), 60 –69
- 9) Hamzah, M. Z., Vega, N. De, Rahayu, MS, S. S. U., & Pattiasina, P. J. (2023). Role-playing Method for Language Development in Elementary School. *Journal of Childhood Development*, 3(2), 36–47. <https://doi.org/10.25217/JCD.V3I2.3799>
- 10) Haryono, H., & Suharto, A. W. B. (2021). Inovasi Media Pembelajaran Bahasa dan Sastra Indonesia untuk Meningkatkan Kreativitas Belajar Siswa Madrasah Ibtidaiyah. *INSANIA : Jurnal Pemikiran Alternatif Kependidikan*, 26(2), 233–247. <https://doi.org/10.24090/insania.v26i2.4975>
- 11) Hidayat, M.H., Basuki, I.A., & Akbar, S. (2018). Gerakan Literasi Sekolah di Sekolah Dasar. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 3 (6). 810-817
- 12) Hidayatun, Umi, & Suharto, A.W.B. (2021). Kegiatan Pembelajaran Kreatif Guru di Masa Pandemi Covid 19 untuk Meningkatkan Minat Belajar Siswa pada MI Ma'arif NU Rabak. *Jurnal Ilmu Sosial dan Pendidikan (JISIP)*, 8 (3), 261-267
- 13) Jalil, Abdul, & Elmustian. (2020). Pendidikan Bahasa Indonesia Di Kelas – Kelas Rendah Sekolah Dasar. Pekanbaru: Unri Press.
- 14) Laksono (2016). Manual Pendukung Gerakan Literasi Sekolah untuk Jenjang Sekolah Menengah Pertama. Jakarta: Kementerian Pendidikan dan Kebudayaan Sekolah Menengah Pertama.
- 15) Mansyur, Umar. (2018). Korelasi Minat Baca dengan Kemampuan Menulis Karya Tulis Ilmiah Mahasiswa Pendidikan Bahasa Indonesia UMI. *Multilingual: Jurnal Kebahasaan Dan Kesastraan*, 17(1), 11–22
- 16) Marwiyati, Sri. (2020). Penanaman Pendidikan Karakter Melalui Pembiasaan. *Jurnal ThufuLA*, 9 (2), 152-163.
- 17) Megantara, Kartika, & Suharto, A.W.B. (2021). Pembiasaan Membaca dalam Pelajaran Bahasa Indonesia melalui Gerakan Literasi Sekolah. *Jurnal Onoma:Pendidikan, Bahasa, dan Sastra*, 7 (2), 383-390.
- 18) Niswaty, R., Darwis, M., Andriani M, D., Nasrullah, M., & Salam, R. (2020). Fasilitas Perpustakaan Sebagai Media dalam Meningkatkan Minat Baca Siswa. *Khizanah Al-Hikmah: Jurnal Ilmu Perpustakaan, Informasi, Dan Kearsipan*, 8(1), 71-78.
- 19) OECD. (2023). PISA 2022 Results (Volume II). <https://doi.org/10.1787/A97DB61C-EN>
- 20) Oktrifianty, E. (2021). Kemampuan Menulis Narasi di Sekolah Dasar (Melalui Regulasi Diri, Kecemasan dan Kemampuan Membaca Pemahaman). CV Jejak (Jejak Publisher).
- 21) Pamungkas, S. (2024). Bahasa Indonesia dalam berbagai perspektif. Penerbit Andi.
- 22) Rohmadi, M. (2018). Strategi dan Inovasi dalam Pembelajaran Bahasa dan Sastra Indonesia di Era Industri 4.0. Peran Strategis Bahasa, Sastra Dan Pengajarannya Dalam Dinamika Konflik Sosial Serta Penanaman Nilai Karakter Profetik Menghadapi Revolusi Industri 4.0. *Prosiding PIBSI XL*, 27–40.
- 23) Sapendi. (2015). Internalisasi Nilai-nilai Moral Agama Pada Anak Usia Dini, *Jurnal At-Turats*, 9 (2), 17-35
- 24) Sugiarti, Andalas, E.F., & Setiawan, A.(2020). Desain Penelitian Kualitatif Sastra. UMM Press : 1-162.
- 25) Susanti, A., Khoiri, A., Mutmainah, K., Khanifa, N. K., & Romandhon, R. (2024). Peningkatan Literasi Dan Numerasi Siswa SMP Negeri 5 Watumalang. *Jurnal Pengabdian Siliwangi*, 10(1). <https://doi.org/10.37058/JSPPM.V10I1.12702>
- 26) Rohim, D.C., & Rahmawati, S. (2020). Peran Literasi dalam Meningkatkan Minat Baca Siswa di Sekolah Dasar. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan dan Hasil Penelitian*, 6(2):2.
- 27) Rohmaniyah, Nallal Ulya., Ghufroon, S., Sunanto, Kasiyun, S. (2023). Gerakan Literasi Sekolah pada Tahap Pembiasaan di Kelas 2 SDN Semolowaru I/261 Surabaya. *Humanis* 15 (2): 67-76.

Multilingual Literacy Strategy in the Context of Elementary School Literacy Development: A Case Study at SDN 3 Kaliori

- 28) Tohir, Mohammad. (2019). Hasil PISA Indonesia Tahun 2018 Turun Dibanding Tahun 2015. Tersedia Online: <https://matematohir.wordpress.com/2019/12/03/hasil-pisa-indonesiaTahun-2018-turun-dibanding-tahun-2015/> [04 Mei 2025]
- 29) Turnadi. (2018). Memaknai Peran Perpustakaan dan Pustakawan dalam Menumbuhkembangkan Budaya Literasi. *Media Pustakawan*, 25 (3):69.
- 30) Umrati, & Wijaya, H. (2020). Analisis Data Kualitatif Teori Konsep dalam Penelitian Pendidikan. *Sekolah Tinggi Theologia Jaffray*: 1-139.
- 31) Widodo, A., Mafrudi, E. Sutisna, D., Sobri, M., & Erfan, M. (2019). Implementasi Gerakan Literasi Sekolah untuk Siswa Lemah Baca di SD Kristen Maranatha Kedungadem Bojonegoro. *Equity in Education Journal*, 2 (2). 133-140.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.