

# Literation Learning in Journal Activities (Qualitative Study of Children 5-6 Years Old in Karakter Kindergarten Depok in 2018)

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**Abstract:-** The purpose of this qualitative study is to obtain an overview of Literacy learning data in journal activities on Children aged 5-6 in Karakter Kindergarten Depok in 2018. This study used a qualitative research method case study with data sources of children aged 5-6 years using instruments observation, interviews and distributing questionnaires or questionnaires directly. The analysis of the data is by collecting data, analyzing and making conclusions. The results of this study are that journal activities improve literacy learning in children, namely reading and writing which can be used as academic provision to the next level, in the implementation of the journal activities make positive impact for children including children like literacy activities such as reading and writing so they have a good imagination, this can not be separated from the support of teachers who provide assistance and motivation.

**Keywords:-** Literacy, Journal, and Qualitative.

## I. INTRODUCTION

Literacy or language learning or literacy taught to children does not target only learned culture that is learned in educational institutions, but needs to be studied and used daily, as the function of language as a communication tool. Therefore, the language learned by early childhood should use easy and natural approaches and methods from the social environment, or applicable in their daily lives. The essential essence of learning a language or by reading and writing is not just to understand the relationship between sound and the symbol of writing, but the symbol is functioned reasoning in a social context.

The research conducted by the Havighurst in Elsa and Singgih, gave the result that the developmental task stated that a child must master reading skills at the age of 6-12 years or kindergarten and elementary school age (Amitya Kumara, 2014). If in this period if a child has not been able to read, the tasks of further development will be disrupted, because the level of difficulty in learning any school lessons and other life activities is very dependent on the ability to read and understand reading books.

This is as stated by Holt, that most children doing reading and writing activities can be faster and better and more enjoyable for them if they do it themselves, without being taught, without being tested and assisted except when and when they ask for help (John Holt, 2004). Therefore,

the support of teachers and parents can be adjusted to the level of development and needs of children, so that it will expand and accelerate the ability of children in reading and writing activities.

The use of literacy activities that are less enjoyable for children is due to high expectations from parents. Parents often claim their children can be as fast and young as possible, can read and write. Even this parent's demands are in line with the encouragement of material learned at the next level of school or elementary school. In Elementary School, with the available material, children who are not yet well-read and write skilled will experience difficulties in learning or attending classes, because most of the activities in the early primary school have involved reading and writing activities. Whereas literacy or literacy lessons cover more than just teaching children to read and write, but as a separate way or as a means to learn academic skills (Helle Pia Laursen and Liv Fabrin, 2013).

Teacher assistants to children to learn languages by choosing activities, approaches, strategies, motives, and techniques that are considered inaccurate is, unfortunately, not realized by early childhood teachers. Teachers prefer this boring method to speed up the completeness of the demands of parents. The teacher teaches language to children by meaningless word spelling or syllable techniques. Many reading and writing exercise books are circulating in the midst of early childhood educators to teach students to read and write quickly. Even if both the content, grammar and learning principles of children do not exist or are not in accordance with the level of development of children's language that emphasizes symbols or images, this is not in the books. This is intended in accordance with the target of the teacher is to train the ability to read and write as quickly as possible with the exercise book, regarding whether in accordance with the stages of reading or writing children, the teacher does not provide an important portion (Dorte Bleses, 2018).

The Indonesian government, through the Ministry of National Education, provides support to introduce literacy to kindergarten-aged children is allowed. Provided that it is still within the scope of the principle of language learning for early childhood. Early childhood teachers can wisely choose a range of language learning strategies or literacy for their students, as outlined in Circular Letter No. 2519 / C.C2.1 / DU / 2015. At no. thirdly states that:

Literacy and numeracy (pre-literacy) for early childhood is adjusted to the stage of child development, namely through playing activities, storytelling, reading stories, introducing picture books, and supported by a literary environment. Not introduced to teaching reading writing letters and numbers outside the child's ability (Haris Iskandar, 2015).

The use of journal activities as a way to introduce literacy to children has been carried out in schools that support literacy activities in a fun way. The journal is used by the teacher because it is proven that there is good language development in the child, "*Daily Journal writing also gets my students focused on language arts as soon as walking in the classroom door*" (Danalee Bowerman, 2016). In addition, the existence of writing journals conducted by teachers routinely has a positive impact on children who view school routines and subjects more positively. This journal can help teachers prepare and focus children before they carry out their activities in full in school (Susie Scrifres, 2016).

In several schools in Indonesia, researchers observed that there were those who used journal activities to improve literacy skills or to read and write children. One school that applies the writing and drawing journal is the Character School, precisely TK Karakter, Cimnggis Depok. TK Karakter is a school sheltered by the Indonesia Heritage Foundation or abbreviated as IHF. This school has been established since 2003 and has produced approximately 12 graduates who are absorbed in Elementary Elementary Schools and Public and Private Schools in the vicinity. TK Karakter has also claimed that the use of journals carried out since the *playgroup* or the age of 3-4 years can encourage their students not only to be able to read and write naturally or to have the ability to read and write without coercion at the next level but also encourage them to love literacy itself. In the end, TK Character or school character goals as institutions forming the character of the nation's children who love science are achieved. Even if not, Character school has tried to bring great interest to children towards literacy, which will encourage them to more easily learn and master the skills in reading and writing.

Literacy and learning activities in particular journals, which carried TK character to be very interesting, because the school became a pilot school for early 2800 schools across Indonesia who follow *training* concept model Character Based Holistic Education (Indonesia, 2017). These schools are schools that receive PHBK training are schools that have the opportunity to study CBFM with 60% practice and 40% theory for approximately 10-21 days. The funding of this activity is usually obtained from various CSR funds of local and foreign companies operating in Indonesia. In addition, other sponsors who provide assistance come from government agencies, NGOs or some national figures, where they share a common view, that in order to improve the quality of education in Indonesia, it is mandatory to change the teacher paradigm as a driving force for education directly in the field.

Research conducted by Hume, supporting the purpose of character school indicates this, that when there is a great interest in literacy, it will be easier for children to be interested in literacy activities and learn reading and writing skills, "*young people in literacy activities may lead to better attention during literacy activities. And it facilitates the learning of reading and writing skills* (Laura. E Hume, Darcey M. Allan, 2016). "

Massive positive effects can be imagined if all schools that have participated in training to implement journal activity programs in their schools, how many Indonesian children are assumed having an interest in literacy or increasing child literacy skills, if a rough count of one school year with an average of 30 children in each school, then in one year as many as 84,000 children in Indonesia are improving their abilities and skills in reading and writing. Therefore, researchers need to conduct a qualitative study of journal activities at TK Character to look deeper, how to organize journal activities whether they are in accordance with the principles or rules of language learning for early childhood, whether they are in accordance with teaching standards and achievement for kindergarten age children How the situation made by teachers and schools can support the improvement of children's literacy skills.

Qualitative studies that will be used in this study use the quality and output learning evaluation model or EKOP, which uses a process and outcome assessment approach. In this case, the process and results of the journal activity program were carried out by Karkater Kindergarten, Depok. Components that will be evaluated are related to the application of journal activities carried out by TK Characters that succeed or not to introduce literacy, reading and writing to children is the quality of learning which includes aspects: Teacher performance in class, learning facilities, classroom climate, children's learning attitudes and motivation. Assessment of *output*, learning includes assessment of academic skills, personal skills, and assessment of social skills.

## II. DISCUSSION

Literacy can be understood as literacy teaching to children centered on the activity of reading and writing the child himself. knowledge of how to be able to read and write is literacy. This is in accordance with Hoff's statement, that knowledge (how) reading and writing is called literacy, "*knowledge of reading and writing is referred to as literacy*" (Erika Hoff, 2005).

Literacy is also understood as a measure of the condition of children's language development before children enter formal or elementary school. Conditions that can describe formal instruction skills at school. This is in accordance with what was revealed by the National Early Literacy, that the concept of literacy includes knowledge, skills, and attitudes which are assumed to be precursors to the development of conventional reading and writing (Fathi M. Ihmeideh, 2014).

Literacy in children aged 5-6 years is very important to note. This is because children aged 5-6 years are the right age as an important foundation for reading achievement, in addition to being prepared they enter formal school and begin to be able to learn to read (Laura M. Justice, et al, 2016).

The program model *Head Start* in Morrison applies nine standards of learning to read, write, and numbers that describe the following objectives (George S. Morrison, 2012):

- Develop phonemic abilities, images, and numbers.
- Understand and use language to communicate for various purposes.
- Understand and use increasingly complex and diverse vocabulary.
- Develop and demonstrate appreciation for books.
- For children who do not speak national languages, increase national language mastery. Similarly for English.
- Understand that the letters of the alphabet are special categories of visual graphics called individually.
- Recognize letters as drawing units.
- Identify at least ten letters in the alphabet.
- Connecting sounds with written letters.

The program *Head Start* ultimately emphasizes an academic curriculum and the ability to read and write is a top priority in teaching and learning activities. Furthermore, the Framework of Learning Objectives *Head Start* for preschool children in language development and the ability to read writing are as follows (George S. Morrison, 2012):

Field	Elements Field	Indicators
Development Language	Listening and Understanding	<ul style="list-style-type: none"> <li>● Indicates the ability to follow and understand increasing conversations, stories, songs, and poems</li> <li>● Demonstrate the ability to understand and follow simple instructions and instructions with several steps</li> <li>● Understanding increasingly complex and diverse vocabulary.</li> <li>● For children who do not speak English, improve the ability to listen and understand English.</li> </ul>
	Speak and Communicate	<ul style="list-style-type: none"> <li>● Develop the ability to understand and use language to convey information, experiences, ideas, feelings, opinions, needs, questions and for various other purposes.</li> <li>● Improve the ability to start and respond to conversations and discussions with peers and adults well.</li> <li>● Using increasingly complex and diverse vocabulary.</li> <li>● Increase the clarity of pronunciation and use of long and complex sentences.</li> <li>● For children who do not speak English, increase the ability to speak English.</li> </ul>
Read-Write Ability	Understanding Phonology	<ul style="list-style-type: none"> <li>● Shows the ability to distinguish and identify sounds in speech.</li> <li>● Demonstrate ability about the beginning and end of the word sound.</li> <li>● Increase the ability to recognize corresponding sounds and rhymes in commonly used words, games, songs, stories, and poems.</li> <li>● Demonstrate the ability to hear and distinguish separate syllables in words.</li> <li>● Connecting sounds with written words, such as understanding that different words have the same beginning sound.</li> </ul>
	Knowledge of and Appreciation of Books	<ul style="list-style-type: none"> <li>● Shows interest and participates in listening to and discussing various fiction and non-fiction books and poetry.</li> <li>● Showing Minata in reading like asking to read a favorite book; choose to browse books; drawing based on stories; request that the book is taken home; go to the library, and participate in pretending to read with other children.</li> </ul>
	Understanding of writing and its concepts	<ul style="list-style-type: none"> <li>● Demonstrate an understanding of writing in class, home, and community environment.</li> <li>● Develop an understanding of the functions of various different forms of writing such as signs, letters, newspapers, lists, messages and menu lists.</li> <li>● Demonstrate an understanding of writing concepts, such as reading English starting from top to bottom and from left to right, that speech can be written, and that the writing conveys the message.</li> <li>● Demonstrate progress in recognizing the relationship between speech and writing by following the poetry when read on paper.</li> <li>● Identify words as writing units, or understand that letters are grouped to form words and that words are separated by spaces.</li> </ul>
	Early Writing	<ul style="list-style-type: none"> <li>● Develops the understanding that writing is a way to communicate for various purposes.</li> <li>● Start writing stories and experiences through dictation images, and in the game.</li> <li>● Experiment with various tools and tools for writing, such as pencils, crayons, and computers.</li> <li>● Increase from using chicken claws, shapes, or pictures to write ideas, then use letter symbols, then copy or write familiar words like their own names.</li> </ul>
	Alphabet Knowledge	<ul style="list-style-type: none"> <li>● Shows the purpose of connecting letters to their shapes and sounds.</li> <li>● Improve the ability to pay attention to the initial letters in known words.</li> <li>● Recognize at least 10 letters in the alphabet, including the letters in their own name.</li> <li>● Knowing that the letters of the alphabet are special categories of visual graphics that can be named individually.</li> </ul>

Table 1:- Learning Objectives *Head Start*

The indicator of the success of a literacy activity from a school is a benchmark for answering questions about the quality standards for the development of children's literacy, which is summarized by Morrison (George S. Morrison, 2012), is there any emphasis on the question of how children are capable of reading and writing early? Does the teacher read to the child during school hours? The rule is that the teacher must read to the child at least 20 minutes a day. Are there books and other material that supports reading and writing? Another rule is that preschool children should be familiar with 100 high-quality books when they enter kindergarten.

Early literacy skills are skills from the development of precursors to reading and writing conventional skills and can be measured at the beginning of the preschool year (J. Marc Goodrich, Christopher J. Lonigan, 2017).

Pinnell and Fountas said that there were a series of achievements that were generally raised by children in every literacy activity, ranging from kindergarten age to grade 8. The performance of children who appeared in literacy skills was as follows:

Performance Reading Ability related to Children's Posts Ages 5-6 Years		
Thinking in text	Thinking outside the text	Thinking about the text
<ul style="list-style-type: none"> <li>● When reading, the child follows the teacher's instructions in a coordinated way.</li> <li>● Children get an understanding of new words from the context.</li> <li>● Children understand the meaning of words when reading.</li> <li>● Recognize several words that are often repeated in the reading text.</li> <li>● Remembering and using repetitive language patterns when reading back the reading text.</li> <li>● Pay attention and use spaces to determine word boundaries.</li> <li>● Follow the direction of the reading pointed to by the teacher from left to right, back to the left, and top to bottom.</li> <li>● Can read punctuation (when stopping / pausing, question mark, exclamation mark).</li> <li>● Pay attention and ask questions if you lose meaning or difficulty understanding reading.</li> <li>● Pay attention to the information in the picture.</li> <li>● Talk about character values, conflicts, and events in the story.</li> <li>● Remember and talk about interesting things about information in the reading text.</li> <li>● Follow the events of the story and remember them again after reading and giving a summary of the story.</li> <li>● Read with children / other people about familiar reading.</li> <li>● Imitating the teacher's expression.</li> <li>● Understand meaning with sound pauses, emphasis, and expressions.</li> <li>● Recognize and use simple punctuation (reflecting it in sound when reading text/reading).</li> <li>● Discuss how to read a reading text with the teacher and other children</li> </ul>	<ul style="list-style-type: none"> <li>● Make predictions about what will happen next.</li> <li>● Demonstrate interpretation of the value of characters/characters who are of concern or who are perceived by voice when reading (or concluding).</li> <li>● Demonstrate anticipation in sound when reading</li> <li>● Reveal personal experiences during a discussion.</li> <li>● Making connections between reading texts that have been read or heard before.</li> <li>● Use prior knowledge and children's learning experience to interpret reading texts.</li> <li>● Describe the details of the illustrative story to support the conclusions in the discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and identify several aspects of the structure of the text, such as the final and final (words/sentences).</li> <li>● Understand that someone wrote a book.</li> <li>● Understand that there is someone who illustrates the story in the book.</li> <li>● Have your own opinion about reading.</li> <li>● Pay attention to how the author uses language or words to make the reading interesting or funny.</li> <li>● Recognizing when reading is the real thing, imagination/fantasy, or true information from a story.</li> <li>● Compare different variations of the same story, rima, or folklore.</li> <li>● Pay attention to and understand the reading based on patterned sequences such as numbers, days of the week, names of months, and seasons.</li> <li>● Pay attention to how the position of the image or print influences how the child reads, such as large letters or thickened ones.</li> <li>● Check information in readings with children's personal experiences.</li> </ul>

Table 2:- Performance of Reading Ability related to Children's Writing Ages 5-6 Years (Su Pinnell and Irene C Fountas, 2011)

The ability of a child to attain his age can occur when there is a teacher's ability to pay attention to the goals of literacy itself, namely the existence of significant changes

in children's behavior and understanding, which are carefully considered, taught, and supported.

Performance Related Writing Abilities Read Children Aged 5-6 Years		
Thinking in text	Thinking outside the text	Thinking about the text
<ul style="list-style-type: none"> <li>Recording information about events or characters from reading.</li> <li>Describe a story through drawing, for example, for characters or events.</li> <li>Pay attention and sometimes use new words from a text.</li> <li>Reread to remember what was written.</li> <li>Pay attention to and use some things that are detailed from reading when writing in groups or individuals.</li> <li>Write notes, lists, letters or reading text-based statements both individuals and groups.</li> <li>Say important things through writing.</li> <li>Reread to ensure meaningfulness, language structure, and propriety in using words.</li> <li>Use names as writers and picture makers.</li> <li>Identify story characters/characters, events in the story</li> </ul>	<ul style="list-style-type: none"> <li>Predict what will happen from the story or what the characters in the story will do.</li> <li>Express opinions about stories or poems.</li> <li>Express opinions about character figures or what children feel or their motives.</li> <li>Conclude how the characters/characters feel.</li> <li>Describing a character/character is a very favorite.</li> <li>Write in various ways from very well-known stories.</li> <li>Write or draw about what the reader is experiencing when asked in a story (the form of questions related to reading).</li> </ul>	<ul style="list-style-type: none"> <li>Make a story where the character is very well known to many people in a story, such as a book cover, title, writer, illustrator/picture maker, the beginning of a distinctive story, a typical story ending, related events, about the author's page (sheet offerings).</li> <li>Borrowing something characteristic or some words or expressions from a writer (can be friends, books, writings that children know etc.).</li> <li>Distinguish between stories, poems, or information in the text.</li> <li>Pay attention and sometimes use interesting language in a reading text.</li> </ul>

Table 3:- Writing Ability Performance related to Readings of Children Aged 5-6 Years (Su Pinnell and Irene C Fountas, 2011)

Journal is a way that can integrate language skills, namely reading and writing. In accordance with the definition expressed by Sousa, "Writing a journal is a natural way to integrate language through reading, writing, and discussion" (David A. Sousa, 2012). Understanding the natural way in question is a communication activity of everyday speech, if the child is wrong in its use, the child only has a low level of anxiety. A child's journal activities can help to reproduce the spoken language. Speech languages that children hear, are processed in the information processing system (brain) and are associated with previous learning experiences into something they can say in the form of meaningful writing or writing. The writing is in the form of an image, meaningful graffiti, whether it is shaped or not yet fully formed.

The sources of simply spoken languages for kindergarten children can be obtained based on books they have read or read, learning experiences from their interactions with friends, parents, teachers or also children's interactions with various forms of printed material (labels of food packaging or drinks, billboards, letters of the vehicles they see etc. that include letters and numbers.

Bodrova and Leong define the Journal, as a writing journal that contains meaningful activities that help children to write what is said (spoken) with this activity, meaning children are improving their literacy skills, such as when children connect the sound of a letter, function, and punctuation.

*Journal writing is a meaningful activity that helps children master written speech, and it means learning literacy skills, such as sound-letter correspondence and the function of punctuation. The journal writing and writer's workshop provides a context for writing and support for children to communicate with others by writing* (Suradiah Labintah and Michihiko Shinozaki, 2014).

It can be concluded, that the definition of journal activities is the act of crossing out, drawing or writing a form, based on children's learning experience, and this is the language of speech or language used daily, and the process of discussion or interaction by children with teachers and friends his age.

### III. METHODS OF RESEARCH

Research used in this study is qualitative research with a type of case study research. This is so that researchers get the opportunity to obtain more comprehensive data. The source of the data used is a 5-6-year-old children in Karakter Kindergarten Depok. To process data using interview instruments, documentation and distributing questionnaires or questionnaires directly. The data analysis procedure uses data collection, analysis, and conclusions, to check the validity of the data using an extension of observation, triangulation, making rich and dense descriptions, presenting "different" or "negative" information and member checking.

#### IV. RESEARCH RESULTS

The implementation that occurred in Karakter Kindergarten, Depok at the age of 5-6 years described a very interesting journal activity because journal activities can improve children's literacy, such as reading and writing. The forms of reading activities in Karakter Kindergarten activities are through reading journal activities, meaning the teacher reads stories to children and children listen to what the teacher tells. The forms of writing activities include writing their writing whether with symbols, images or even with words and sentences, possibly involving their social-emotional side. This happens when the child pours the graffiti with feelings and what the child feels and thinks without a specific formula. At that time the child is contextualizing his experience in the form of symbols, pictures or writing. This is very good for children who are in the stage of knowing the writing language. At kindergarten, the stage of learning to read and not yet recognize letters uses visual processes to recognize words, and they are familiar with the visual process of symbols or images. The perception of images and symbols will be inherent and can not be separated from the words stored in his memory.

The factors that support journal activities are internal factors and external factors. Internal factors include among them the teacher factor, the teacher accompanies the child in journal activities, provides motivation to when the journal activities. The thing that the teacher seeks, for example, is that the teacher becomes a good language model rule when in the school environment, the teacher provides assistance by providing assistance to the child when writing a journal, for example giving signs in writing a journal, providing stimulation to the child so the child can know the questionable answer by children, help children to know the characteristics of letters through peer tutorials. Besides, that activities have reinforcement in activities outside the journal, reading aloud, guessing words and morning message.

The impact of this journal activity on children towards literacy is helping children to love school literacy activities, for example, children are found to be fond of looking at books on bookshelves, increasing interest in reading children even if only reading symbolic, increasing children for writing activities so brought to the learning activities at school. The existence of this journal activity can also increase children's imagination in writing, this is reflected in the results of the journal writing they made. The benefits of this journal activity are in line with Sousa's opinion that the use of journal activities is believed to be able to improve communication, clarity of mind, and inquiry into language styles (David A. Sousa, 2012).

As for the impact of emotional development on activities after journal activities, for example, children become confident when told to move forward, confident when talking to teachers and friends, children become happy when learning. This is in line with what was revealed by Sali Anak to describe their sense of

disappointment, desires, hopes, fears, happiness, and problems in their pictures. Therefore, journal activities do not only measure children's literacy abilities but can also be considered as a normal part of a living child and an effective means of determining the level of children's development, emotional and social (Gunes Sali, 2014).

In this journal activity in literacy not only does the negative impact of the child become superior because he feels his work when journal activities are better than his friends, causing *bully* to friends with this by being seen not to respect the work of their peers by mocking him, and there children who feel bored when learning journals.

Teaching when there are still many journal activities that need to be improved because the learning is less creative so it does not vary and causes boredom in children and monotonous children's work, journal activities are not structured so the target or achievement of journal activities is not optimal, the teacher does not cooperate with parents in this journal activity parents do not know the journal program at school as a result parents do not provide support to children in school and make programs outside by entering their children into reading lessons. So in the future journal activities should be more structured, collaborate with parents and unite the perceptions of fellow teachers when teaching and find ideas to vary journal activities.

#### V. CONCLUSION

On children including children like literacy activities such as reading and writing so that they Having a good imagination cannot be separated from the support of teachers who provide assistance and motivation. However, there are some things that teachers must improve in literacy activities including improving the quality of journal learning related to the structure of activities, variations in activities and the teacher's perception in journal activities and collaboration with external parties, namely parents.

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