Literacy Learning in Early Grades: Teacher Thought on Teaching Literacy

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A R T I C L E   I N F O

A B S T R A K

Permasalahan utama dalam keterampilan literasi siswa di kelas awal belum dilaksanakan secara holistik. Selain itu, guru belum menggunakan model yang tepat dalam pembelajaran literasi di kelas awal. Tujuan utama dari penelitian ini adalah untuk menganalisis proses pembelajaran literasi di sekolah dasar. Penelitian ini menggunakan metode survei yang melibatkan 48 kepala sekolah dan 148 guru sekolah dasar. Wawancara digunakan sebagai instrumen untuk mendeskripsikan pembelajaran literasi di kelas awal sekolah dasar. Informasi yang diperoleh dari lapangan ditabulasikan dan disajikan. Penelitian ini menunjukkan bahwa prosedur atau model dan media pembelajaran yang digunakan guru berbeda. Guru telah melakukan upaya untuk meningkatkan motivasi anak dalam mengeksplorasi pembelajaran literasi. Guru percaya bahwa literasi merupakan kebutuhan yang sangat penting bagi setiap individu. Literasi di kelas awal memegang peranan penting dalam menentukan keberhasilan belajar siswa. Pembelajaran literasi yang efektif di kelas awal perlu memperhatikan lingkungan belajar dan materi yang sesuai dengan kebutuhan siswa. Pengalaman belajar yang menyenangkan dan dukungan orang dewasa dapat memberikan efek positif pada keterampilan membaca. Keterampilan ini akan sangat mempengaruhi keterampilan literasi selanjutnya. Jika pembelajaran literasi di kelas awal tidak kuat, akan sulit bagi siswa untuk membangun fondasi literasi di kelas yang lebih tinggi.

A B S T R A C T

The main problem in student's literacy skills in the early grades has not been implemented holistically. In addition, the teacher has not used the right model in literacy learning in the early grades. The main objective of this research was to analyses the process of learning literacy in elementary school. This study used a survey method involving 48 principals and 148 elementary school teachers. Interviews were used as an instrument to describe literacy learning in early grades of elementary schools. Information obtained from the field is tabulated and presented. This research showed that the procedures or models and learning media used by teachers are different. Teachers have made efforts to increase children's motivation in exploring literacy learning. Teachers believe that literacy is a very important need for every individual. Literacy in the early grades plays an important role in determining students learning success. Effective literacy learning in the early grades needs to pay attention to the learning environment and material that suit the needs of students. A pleasant learning experience and adult support can have a positive effect on reading skills. This skill will greatly affect subsequent literacy skills. If literacy learning in the initial class is not strong, it will be difficult for students to build a foundation for literacy in higher grades.

1. INTRODUCTION

Literacy is believed to be a very important need for every individual. Many developed and developing countries make literacy the main agenda that costs a lot. This is because of the government's awareness that literacy can provide opportunities for economic and social development towards the welfare of life, both individuals and communities (Arianti, 2018; Hartati, 2016; Khalid, 2011). Literacy as the ability to identify, understand, interpret, create, compute, and communicate using visual, auditory, and digital means on cross-disciplinary topics (Asyhari, 2015; Fadillah & Munandar, 2021; Priyambodo &

Maryati, 2019). This is in line with previous study that state literacy is the ability to understand, predict, create, communicate, calculate, and use printed materials in various contexts (Junika et al., 2020). Unfortunately, based on the results of both national and international surveys, Indonesian people fall into the category of low literacy. Based on the published results of PISA research Organization for Economic Co-operation and Development in 2018 that the reading ability of Indonesian students is ranked 72 out of 78 countries (Argina et al., 2017; Nugrahanto & Zuchdi, 2019). Based on the results of observations and interviews with teachers in the Sumedang district, there are many problems in learning literacy in the early grades. The main problem is that student's literacy skills are still low. Learning in the early grades has not been implemented holistically, still separately. In addition, the teacher has not used the right model in literacy learning in the early grades. The teacher has not specifically facilitated students who have difficulties in learning to read and write. Based on information from several teachers that there is an equalization of treatment and learning tasks for all students. Whereas in essence, students have different learning speeds, diverse prior knowledge, and diverse interests, as well as various ways of obtaining knowledge. Previous study state literacy learning should be carried out based on students' initial conditions, not based on what students have to achieve (Abidin, 2018). Previous study state literacy skills in early grades play an important role in determining student learning success. If literacy learning in the early grades is not strong, then students will have difficulty being able to have adequate literacy skills (Setiawan, 2019).

Literacy has a change in meaning from time to time. Literacy reading and writing is the earliest literacy known in human civilization. Both are categorized as functional literacy because they are very useful in everyday life. Having literacy skills, reading and writing can make individuals live their lives with better quality so that other basic literacy skills (numbering, science, digital, financial, as well as culture and citizenship can be developed) (Mahayanti et al., 2017). Based on the PISA results defines literacy as understanding, using, and contemplating written texts, to achieve goals, develop knowledge and self-potential, and participate in society (Nugrahanto & Zuchdi, 2019; Pratiwi et al., 2019). This is in line with The Progress in International Reading Literacy Study (PIRLS) defines literacy as the ability to understand and use written forms of language that are needed by society and/or valued by individuals (Kennedy et al, 2012; Yang et al., 2018). Both PISA and PIRLS recognize the importance of literacy to empower individuals to develop reflection, criticism, and empathy that lead to a sense of self-efficacy and full participation in society.

There are 8 aspects of literacy in early grades, namely: Unconstrained skill (reading text, comprehension, vocabulary, aspect of writing, aspect of speaking) and Constrained Skills (phonic, phonemic awareness, and concept about print) *(Kennedy et al, 2012)*. This is in line with previous study that state an important skill in effective literacy learning in early grades is phonological awareness, phonic fluency, reading comprehension, and writing (Paris & Paris, 2003). It can be concluded that literacy learning in early grades is not just reading and writing mechanically but students are directed to think critically and creatively to build deep understanding, students are able to express ideas, and thoughts flexibly and smoothly so that self-efficacy and interest in learning students can improve. Question levels based on Barrett's Taxonomy can be given in early grades to help students understand a passage. This type of question is divided into literal understanding, reorganization, inferential, evaluation, and appreciation.

With regard to the above literacy learning objectives previous study describe the competencies that need to be mastered in the 21st century, namely high conceptual understanding, critical thinking, communicating and collaborating, and creative thinking (Moroco et al., 2008). These four competencies are facilitated by multiliteracy skills. Based on this conception, the purpose of literacy learning in the multiliteracy context is to form student's mastery, high reading comprehension skills, good writing skills to construct and express meaning, accountable speaking skills, and skills in mastering various digital media (Abidin et al., 2017; Baguley et al., 2009). Multiliteracy is the skill of using various ways to express and understand ideas and information by using conventional text forms as well as innovative texts, symbols, and multimedia. Multimodal texts encourage students to interpret information in both local and global contexts (Abidin et al., 2017; Hartati, 2016; Kulju et al., 2018). Through the application of multiliteracy skills, students are not only able to master the learning material but are further able to think critically, creatively, and are also able to collaborate and communicate effectively (Broce et al., 2019; Oakley et al., 2020). The main objective of this research was to analyses the process of learning literacy in elementary school. This study used a survey method involving 48 principals and 148 elementary school teachers in Sumedang Regency, West Java Province. Interviews were used as an instrument to describe literacy learning in early grades of elementary schools. Information obtained from the field is tabulated and presented. Respondents were selected based on recommendations from the Sumedang Regency Education Agency.

2. METHOD

The method used in this research is a survey method. The survey is a process consisting of several interrelated steps starting with determining the objectives and followed by selecting the survey framework and determining the sample design (Glasow, 2005). The survey method was used in this study because the researcher wanted to know the various literacy learning processes in the early grades. Data collection techniques in this study was questionnaires through a google form. The respondents in this study were 48 principals and 148 elementary school teachers in Sumedang Regency, West Java Province. Interviews were conducted in a structured manner and the questions were expanded through related references. Data analysis of the objectivity condition of literacy learning was obtained through a qualitatively analyzed approach. The data obtained from the field were tabulated and presented. The data were coded directly from the results of interviews with principals and elementary school teachers. Data is displayed as a percentage of each indicator. The participant data of principals is show in Table 1. Then the participant data of teachers is show in Table 2.

Table 1. The Participants Data (Principals)

	Participants	Frequency	Percentage %)
Gender	Male	24	50.00
	Female	24	50.00
Age	20-25 years old	9	6.08
	26-30 years old	24	16.22
	31-35 years old	24	16.22
	36-40 years old	16	10.81
	41-45 years old	19	12.24
	46-50 years old	13	8.78
	51-55 years old	24	16.22
	52-60 years old	19	12.84
Principals	1-11 months	11	22.91
Experience	1-5 years	20	41.66
	6-10 years	14	29.16
	11-15 years	3	6.25
Certified	Certified	48	100.00
	Not Certified	0	00.00

Table 2. The Participants Data (Teachers)

	Participants	Frequency	Percentage (%)
Gender	Male	23	15.54
	Female	125	84.45
Age	20-25 years old	9	6.08
	26-30 years old	24	16.22
	31-35 years old	24	16.22
	36-40 years old	16	10.81
	41-45 years old	19	12.24
	46-50 years old	13	8.78
	51-55 years old	24	16.22
	52-60 years old	19	12.84
Teaching Experience	1-5 years	10	6.75
	6-10 years	25	16.89
	11-15 years	15	10.13
	16-20 years	18	12.16
	21-25 years	20	13.51
	26-40 years	60	40.54
Certified	Certified	80	54.05
	Not Certified	68	45.94

The instrument used in this study was interviews with primary school teachers and principals of elementary schools to obtain objective data related to literacy learning. This research instrument was only constructively validated by two learning experts and literacy experts. The instrument used in this

research is open questionnaires refer to the guidelines for the elementary school literacy movement developed by the government which consists of 16 questions for the principals and 25 questions for the teachers. More detailed explanation of principal's interview guide grid is show in Table 3. Then teacher's interview guide grid is show in Table 4.

Table. 3 Principal's Interview Guide Grid

No	Aspects in Literacy	Question number	Amount
1	Principal's knowledge of the School Literacy Movement (GLS).	1,2,3,4,5	5
2	The involvement of principals, teachers, parents to improve literacy in students.	6,7,8,9,10	5
3	Conditions of students' reading interest.	11	1
4	Principal's knowledge of differentiated learning in literacy.	12	1
5	Implementation of differentiated learning in schools.	13	1
6	Implementation of literacy learning in schools.	14	1
7	Supporting facilities for the implementation of the School Literacy Movement (GLS).	15	1
8	Factors inhibiting the implementation of the School Literacy Movement (GLS).	16	1
	Amount	**16**	

Table 4. Teacher's Interview Guide Grid

No	Aspects in Literacy	Question number	Amount
1	Teacher's knowledge about the School Literacy Movement (GLS).	1,2,3,4,5	5
2	Approaches and models in literacy learning.	6,7,10,11	5
3	Literacy Learning Objectives.	12,13	2
4	Rewards after literacy activities.	14	1
5	Literacy guidance for students.	15	2
6	Visiting the library.	18	1
7	Book reading assignments.	17,19	1
8	Media in literacy learning.	20	1
9	Facilities used to support literacy activities in class.	9,21	2
10	Hold a literacy competition.	22	1
11	Difficulties and obstacles in learning literacy.	23	1
12	Students' Reading Interest.	8,16	2
13	Evaluation of literacy activities.	24	1
	Amount	**24**	

3. RESULT AND DISCUSSION

Result

       The results of this study are divided into two parts, namely the results of interviews with school principals regarding the implementation and literacy programs in elementary schools and the results of interviews with elementary school teachers. Based on the results of interviews with 48 school principals, the following information was obtained. Based on the results of interviews with 48 primary school principals in the Sumedang district, literacy has been implemented in some elementary schools in Sumedang since 2016 after The Ministry of Education and Culture activated the School Literacy Movement (GLS). The School Literacy Movement (GLS) was developed based on the Minister of Education and Culture Regulation Number 21 of 2015 concerning the Growth of Character. Several schools started implementing the GLS in 2017, 2018, and 2019. Teachers and principals argue that GLS is very important to be implemented in schools as an effort to cultivate students' character. The head of the Sumedang district education office socialized the GLS program to school principals, teachers, and staff in schools massively.

       The principals understand that GLS is a movement to cultivate student character with the aim that students have a culture of reading and writing to create lifelong learning. These routine activities are carried out to foster students' interest in reading and improve reading skills. The reading material contains moral values, in the form of local, national, and global wisdom that is delivered according to the stage of development of students. The School Literacy Movement is a comprehensive effort that involves

all school members, including teachers, students, parents/guardians, and the community, as part of the educational ecosystem so requires collaborative support from various elements. The efforts taken to make it happen are in the form of reading habits which are carried out with 15 minutes of reading activities and foster a love of reading for students and teachers.

All principals stated that GLS is very important to develop students' literacy skills. They believe that the school literacy movement is a social movement with collaborative support from various elements. All principals said that literacy is very important. With literacy, a person's level of understanding in drawing conclusions from the information received becomes better. Help people think critically, by not reacting too quickly. Help increase people's knowledge by reading. Principals have attended seminars on literacy at least 1-2 times a year, while 17 (35.41%) principals have never attended a seminar at all. Some of them by carrying out workshops or seminars related to literacy to teachers and parents, providing facilities and infrastructure that support GLS, and fostering a reading culture for students with interesting literacy activities.

Base on the interview 24 (50%) principals said that teachers at schools sometimes participated in workshops, seminars/training on literacy learning, 20 (41.66%) principals said that teachers at schools often participated in workshops, seminars/training on literacy learning, 4 (8.33%) principals said that teachers at schools never participated in workshops, seminars/training on literacy learning. All principals said that parental support was lacking in fostering student literacy. All principals said they were trying to involve parents by providing direction and motivation to parents regarding the importance of increasing student literacy. Base on the interview conditions of students' reading interest result 20 (41.66%) principals stated pretty good,14 (29.16) principals stated not good (low), 8 (16.66%) principals stated good, and 6 (12.55%) principals said that the student's interest in reading in their schools is very good.

Implementation of differentiated learning in schools as follows 30 (62.5%) principals said implement differentiated learning in their schools, 16 (33.33%) principals said not to implement differentiated learning in their schools, and 2 (4.16%) principals said sometimes. Implementation of literacy learning in schools the habit of reading 15 minutes before entering school, holding a literacy competition according to students' interests, reading a book together for 10 minutes in class, writing reports on students' reading results (Reading log), guiding students to visit the library every week or every month, making literacy tree, and redaton (Reading Marathon): Reading together outside the classroom or in the field. Supporting facilities and infrastructure providing fiction and nonfiction books in the library, reading corner, literacy tree, wall magazine, and school library.

Based on the opinions of 148 teachers in the Sumedang district, they thought the literacy movement is very important to be held because the program can develop students' abilities in listening, speaking, reading, and writing. They said, before covid 2019 hit, the GLS program was implemented well, but unfortunately due to the 2019 covid pandemic, the GLS program is not running optimally. Regarding literacy workshops and seminars, 68 (45.94%) teachers attend the literacy workshop or seminar once a year, 23 (15.54%) teachers attend the literacy workshops or seminar twice a year, 6 (4.05%) teachers attend the literacy workshop or seminar 3-5 times a year, and 51 (34.45%) teachers have never attended a literacy seminar or workshop at all.

In implementing the literacy movement in schools, teachers didn't have a specific pattern in its implementation, 70 (47.29%) teachers stated that they have the habit of guiding students to read books 10-15 minutes before class starts, 17 (11.48%) said that they always motivate students to love reading, 12 (8.10%) teachers stated that they provide reading corners in their classrooms, 11 (7.43%) teachers said that they implement literacy activity by holding literacy competition in their schools such as have fun reading, reading poetry competition, and telling story competition, 10 (6.75%) teachers commented that they guided students to visit the library every week or every month (Empowering School Library), 10 (6.75%) teachers said that that literacy activities are carried out by shared reading between teacher and students, 8 (5.40%) teachers implemented the literacy activity by making literacy tree in their class room, 5 (3.37%) teachers stated that literacy activities are carried out by writing reports on reading results (reading log), and 5 (3.37%) teachers said that they carry out literacy activities by introducing local folklore to the students.

Teacher knowledge related to basic literacy that must be improved for elementary school students varied, 35 (23.64%) teachers said that basic literacy is reading and writing skills, 25 (16.89%) teachers stated that basic literacy is increasing students' reading interest, 25 (16.89%) teachers thought that basic literacy is reading, writing, and counting, 20 (13.51%) teachers said that basic literacy is reading culture, 18 (12.16%) teachers assumed that basic literacy is individual abilities and skills in reading, writing, speaking, counting, and problem-solving, 15 (10.13%) teachers stated that basic literacy consists of reading and writing literacy, financial literacy, scientific literacy, numeracy, digital literacy, cultural and citizenship literacy, and 10 (6.75%) thought that basic literacy is reading comprehension.

148 teachers interviewed, all teachers apply literacy learning in their schools, but teachers do not understand specific approaches or models in literacy learning. When the teachers were asked about the PWIM model they didn't know it, even though PWIM is a model in literacy learning that was initiated by Emilly F, Calhoun and has been proven to improve student's literacy skills. They don't even understand the multiliteracy model and differentiated approach in literacy learning. All participants have high hopes for the implementation of literacy learning: grow and develop the character of students to become literate people throughout life through a literacy ecosystem built in the school literacy movement, increased student interest in reading, improve students' reading and writing skills, creating a reading culture in schools and communities, increase knowledge by reading various kinds of useful information, and improve students' reading comprehension skills.

The media has a very important role in literacy learning, it can be an instrument to foster literacy among students and even teachers and the surrounding community. Based on interview results, 44 (29.72%) teachers used storybook media in literacy learning at school, 15 (10.13%) teachers used picture books, 13 (8.78%) teachers used literacy trees, 12 (8.12%) teachers used posters, 10 (6.75%) teachers used digital books, 10 (6.75%) teachers used big book, and 28 teachers used thematic books, and 6 teachers used power point. The facilities used by participants during literacy learning are as follows: Reading corner, school library, poster, fiction books, and nonfiction books. Most of the teachers did not hold literacy competitions, there are only a few teachers who hold literacy competitions including storytelling contests, poetry, speech contest, reading competition and finding a new vocabulary, fluent reading competitions, drama, and short story writing competitions.

Discussion

Based on the results of interviews with 48 primary school principals in the Sumedang district, literacy has been implemented in some elementary schools in Sumedang since 2016 after The Ministry of Education and Culture activated the School Literacy Movement (GLS). The School Literacy Movement (GLS) was developed based on the Minister of Education and Culture Regulation Number 21 of 2015 concerning the Growth of Character (Camacho et al., 2021; Pinto et al., 2015; Thomas et al., 2020). Several schools started implementing the GLS in 2017, 2018, and 2019. Teachers and principals argue that GLS is very important to be implemented in schools as an effort to cultivate students' character (Altun, 2019; Hartati & Heryanto, 2019). The head of the Sumedang district education office socialized the GLS program to school principals, teachers, and staff in schools massively.

The principals in the Sumedang district encourage teachers to increase their knowledge about literacy through workshops, seminars/training on literacy learning. The activities carried out at the development stage are shared reading, holding a literacy competition according to students' interests, students write reports on reading results (Reading log), students are guided to visit the library every week or every month, students make a literacy tree (Altun, 2019; Hartati & Heryanto, 2019). Some activities that carried out by teachers in the implementation of literacy learning are storytelling such as introducing local folklore, fiction stories, and nonfiction stories through big books or picture books (Abidin, 2018; Frerejean et al., 2021). Based on these findings the teacher already understands the importance of interesting picture book media in literacy learning. This is in line stated that picture books are an interesting medium for young readers to control students' literacy development (Alabau Rivas, 2016). Based on these findings can be concluded that teachers try to implement literacy learning in various innovative ways to facilitate diverse students. According to innovative literacy teaching and learning approaches have proven that multiliteracy enables teachers to work with culturally and linguistically diverse (CLD) students (M. S. Kim & Xing, 2019).

Based on interviews with teachers and principals of primary schools in the Sumedang district, indicates that students' motivation in reading and writing is very low and needs attention. Motivation in reading and writing is a very important part of and must be grown in students from an early age. But unfortunately, motivation gets less attention from educators. This is reinforced by the opinion that state early literacy skills are part of a larger set of skills, knowledge, and affective responses acquired during childhood (Altun, 2019). However, the emerging motivation for reading has been neglected in research and practice. Teachers must be fully involved in motivating students. According to previous study teacher support in providing instruction is very important in increasing student motivation and involvement in lessons (Taboada Barber et al., 2015). This finding is supported by the research that state special attention should be paid to preventing a decrease in students' motivation as it can predict their future engagement in reading (Nevo & Vaknin-Nusbaum, 2020). Motivation to read and the instructional practices that support motivation to read have important practical implications. So, to increase students' motivation and reading skills, reading motivation programs must be included in the reading acquisition curriculum. (McBreen & Savage, 2020; Trainin et al., 2017)

Most teachers in the Sumedang district are not familiar with learning models in early grades such as the Picture Word Inductive Model (PWIM) (Aftab, 2015; Bakri et al., 2020; Calhoun, 2005). PWIM helps students create words, sentences, and paragraphs with the help of pictures. Concept of using pictures as a stimulus is very important for language experience activities in teaching reading and writing to early-grade students (Apriliana, 2016; Calhoun, 2005; Novia, 2015). Visual images in PWIM can encourage students to explore their initial knowledge so that it can help them participate more in class and have a better and easier understanding (Johnsen et al., 2020; Pereira et al., 2019; Walpole & McKenna, 2007; Zhao & Lornklang, 2019). The picture is very interesting as a stimulus in literacy learning for elementary school students in the early stages. This is in line with previous study that state literacy learning in early grades requires tools or materials that can assist students in optimizing literacy learning (Novitasari, 2019). Learning media such as pictures, graphs/diagrams or objects that attract attention can help optimize the students' reading and writing learning process. Furthermore previous research state that information in the form of images/visuals can stimulate and improve brain work (Marzano et al., 2001). Several studies related to PWIM have been carried out (Herawati et al., 2019; Jiang, 2018; Lee et al., 2019).

Competitions related to literacy such as storytelling contests, poetry, speech contest, reading competition and finding a new vocabulary, fluent reading competitions, drama, and short story writing competitions (Barnyak & McNelly, 2016; Gillies & Baffour, 2017; Kajamaa & Kumpulainen, 2020). The teachers hope that with these activities, the students' literacy skills will increase (Kaynar et al., 2020). As stated by previous study that story telling has a good effect on the development of student literacy because students can playfully manipulate stories using their creativity and imagination, as teachers help them deconstruct original stories, explore previously unheard sounds, and examine multiple points of view (S. J. Kim & Hachey, 2020). Traditional and digital storytelling is powerful literacy tools that engage students in making connections between pedagogy and academic content (Håland et al., 2019; J. S. Kim et al., 2021; Lisenbee & Ford, 2018; Tomlinson & Mctighe, 2006). Types of evaluations carried out by teachers related to literacy learning such as retelling what has been read through oral or written tests, asking, and answering questions related to the content of the reading, reading log, cloze test, performance test, and portfolio. Talking about evaluation stated that, identifying students' needs and abilities in the early stages of learning to read, it is also important to evaluate the development of students' literacy skills using dynamic assessment practices (Virinkoski et al., 2018). Assess children on individual literacy achievement according to benchmarks that are outside the learning process itself that makes students capable of literacy practice (Eithne Kennedy, Elizabeth Dunphy & Geraldine Hayes, Thérèse McPhillips, Jackie Marsh, Maura O'Connor, 2012; Jokinen & Murris, 2020).

The obstacles/inhibiting factors faced by schools in implementing school literacy are inadequate facilities and infrastructure (inadequate library, inadequate reading corner), less variety of books both traditional books and digital books, students' reading interest is still low, lack of support from parents regarding literacy, some teachers who have not received training or workshops on literacy, and most teachers cannot apply technology in literacy learning even though the use of technology in learning is very important in this 21st century. The pervasiveness of technology requires humans to be able to create and create meaning from various modes of communication (Buckley-Walker et al., 2017; Langub & Lokey-Vega, 2017). Talking about technology, stated that digital literacy is an important aspect to consider within teacher education as a way to address twenty-first-century learner needs, particularly in early childhood contexts where developmental concerns should be paramount in making instructional design decisions. The use of technology is very important but as a complement to learning not as a substitute for teachers (Belo et al., 2016; Putman, 2017). Teachers need to know what software applications are effective in promoting early literacy development to make decisions about the selection and use of ICT in education. The advantage of using technology in literacy learning is expressed by previous study that state use of technology can support the improvement of students' reading fluency (Lange, 2019). If we want children to become proficient in creating solutions for societal issues, we believe that one way to achieve this is by practicing digital fabrication skills, with appropriate materials in an attractive design-based learning process (Bekker et al., 2015; Chubko et al., 2020). Technology is used as a vehicle to encourage students to communicate and provide authentic learning contexts.

4. CONCLUSION

Teachers have made efforts to increase children's motivation in exploring literacy learning. Teachers believe that literacy is a very important need for every individual. Literacy in early grades plays an important role in determining students learning success. Effective literacy learning in the early grades needs to pay attention to the learning environment and material that suit the needs of students. A pleasant learning experience and adult support can have positive effects on reading skills. This skill will greatly

affect subsequent literacy skills. If literacy learning in the initial class is not strong, then students will find difficulties to build higher grades' literacy foundation.

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