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THE USE OF LITERACY PRINCIPLES IN EFFECTIVE AND PRODUCTIVE LEARNING

Markub*) FKIP Unisda Lamongan Email maskub@unisda.ac.id Abstract : Literacy is the activity of reading, thinking, and writing. thinking needs to be explored, because thinking is more highlighted, so in practically, it is real activity that receives high attention, not only an attachment reading and writing.

Based on the description of the problems above the writer will focus on the principles of literacy in used, effectives and productives learning development. The method in his research was literature study inused, The data in this study were the form of verbal exposure that informations terms about literacy as the sources for the development of effectives and productives learning. The data collection of this study using the instrument.

There are eight principles of utilization that underlines literacy as the basis for the development of effectives and productives learning, namely (1) building access to various reading materials, (2) conditioning the emergence of various views of students on each subject matter being studied, (3) literacy of behaviors, (4) building a place of service for students to become readers-critical, creative, fast, and effective writers.

(5) conditioned the acceleration of the cross-curriculum reading movement, (6) conditioned the ease and completeness of the difficulty reading-writing at any time; (7) conditioned the realization of a learning community that encourages literacy behaviors; and (8) builds intensive interaction between students and students with learning resources. Keywords: Literacy, Effectives, Productive Learning PRELIMINARY Literacy is a reading, thinking, and writing activity.

According to Firdaus (2004) stated "the literacy of the Indonesian nation is lower than the Western, even in the reading stage is still low. Humans produced by schools in Indonesia are on the alitarian societies, is human beings who can read, but prefer not to read (Ahmad Slamet Harjasujana in Wachid Eko Purwanto, 2007).

This low literacy by Wachid Eko Purwanto (2007) said that the factors that was caused by low reading ability is the habitual action with the verbal rooted in society. societies are often more indulgent of oral in habit than the literary tradition. reading, thinking, and writing activities. In that regard, thinking needs to be explored, because ofthinking is more highlighted, so in practically it is really an activity high attention, not only an attachment to reading and writing.

In addition, according to Finn (1993: 210-212) that accentuate thinking in the context of reading and listening activities such as in the phrase reading and thinking activity, listening and thinking activity. The process in Learning activities, thinking is one technique seeks to produce quality education. Learning activities can be pursued effectively, produced and productived quality.

In learning process is effective and productive learning, good planning should be done to help the students achieve two main objectives, namely to achieve the learning objectives optimally and at the same time to condition on the productive students in generating ideas. The achievement of optimal learning objectives refers to a state characterized by the maximal attainment of learning indicators.

Effective and productive learning conditioning must be done in a systematic manner that strives to stimulate students in conveying ideas in learning. That is students are not only required to understand but also stimulated to dare that put forward critical thoughts related to the substance of the material being studied in accordance with predetermined indicators and competencies.

The student delivery model can be critically expressed through direct oral expressions with instructional strategies that the teacher has designed. Teachers in guiding students at school for completing studies, preparing for further studies, entering the world of work, and lifelong learning in the community. In performing the task requires a high awareness and motivation, skill, and literacy passion.

The learning, reading and writing to learn, and critical thinking as tools for learning (Pappas, 1990; Eanes, 1997). Other activities that usually accompany the core activities of the literacy, such as observing, discussing, and presenting. The results are an extension of the practice of literacy (Suyono, 2007).

In the 21st century an activity that is an extension of literacy practice will be required by almost everyone. In a knowledge, based on society and technology in the broadest sense. The practice of reading, writing in this regard is more directed towards reading-writing. According to Langer (2000), stated language skills, thinking, and mastery of material substances need to be integrated or synergized.

Ability to think is essentially, the ability to process material substance obtained through various subjects (content area) which results can be realized through language activities. Therefore, without going through the process of critical thinking, creative, and careful substance of the material is living in a pile of matter that is less meaningful.

The thought process allow the pile of matter to be easy understood because it has a clear structure and relationships between one another. The material that has been processed through the thinking process will be communicated to others after it is put into oral discourse (when the lesson takes place) or written discourse (through written assignments).

Oral and written discourse can contain student ideas, information, data, facts, expert views, research results, and theories that students are able to absorb from various sources. Students who are used to understanding and producing oral and written discourse as the final result of literacy activities will be able to comprehend and deeply the substance of the subject matter more thoroughly and comprehensively.

Based on the description above, it is clear that literacy has a strategic position in the school. Reading, thinking, writing that is the essence of literacy is very needed for students to complete studies, pursue studies, prepare to come to the world of work, and learn throughout life in the community. Therefore, it is reasonable that literacy be used as the basis for the development of learning activities in schools.

With literacy as the basis for the development of learning activities, it means that teacher-designed learning activities are based on reading, thinking, writing activities and accompanying follow-up activities, such as discussing, problems solving, developing activity proposals, researching and reporting. That's the position that encourages researchers to do analyzing through this literature review.

Based on the description of the focus of this research problem is How is the utilization of literacy in the development of effective and productive learning in school?
RESEARCH METHODS This research method uses research literature study. Because in the realization of the research result of the literature review is the appearance of

argumentation of scientific reasoning which describes the result of literature review and the researcher's thought about a problem or topic of study.

The literature review study is conducted through a critical and indepth review of materialsrelevant literature. Literature review is done by collecting data or information from various sources of literature. Library materials are treated as a source of ideas for exploring new thoughts or ideas, or as a basis for deducting existing knowledge, so that new theoretical frameworks can be developed or as a basis for problem solving.

in school? This research data in the form of verbal exposure containing information about literacy as base of effective and productive learning development. The data collecting of this research use instrument in the form of matrix recording or recording data. Data analysis is done through three steps, namely preparatory steps, analyzing, and inference.

THEORETICAL BASIS Reading is a process done and used by readers to obtain author messages through the medium of words / written language (Hodgson in Tarigan, 1994:7). The understanding of the content of the reading, the purpose of reading more clearly. In accordance with the opinion of Idris (2008:337), the purpose of reading includes: (1) obtaining information, (2) developing critical thinking, (3) enhancing insight and experience, (4) enjoying reading or pleasure, (5) reading. School is a learningfor students in critical reading; reading carefully, active, reflective, and analytic.

Writing is seen as a process, but also a result. Brown (in Idris, 2008: 338) mentions that writing is the result of thought made in draft form and corrected with a specific skill that is not owned by any speaker naturally. Furthermore, pedagogical purposes, Alwasilah, 1994: 36) argues that writing can be used as a tool to sharpen and refine the mind.

Therefore, planting basic writing skills can be started from the elementary level. If the base is strong, certainly the extent and deepening of the material at the next level will not have difficulty. Studies on the use of literacy as a basis for effective and productive learning development in schools can begin by grouping the eight principles into two major groups.

The principles of the first time included (1) need for the formation of learning communities that encourage continuous behavior of literacy, (2) the development of intensive interaction between students and students with learning resources, (3) the development of cross-curricular reading, need for the provision on help solving students' difficulties in reading and writing for learning purposes, the learning community discusses the following: (1) the behavior of literacy is expected to be

developed more In the learning community, (2) intensive interaction between students and students with learning resources can occur better.

(3) Development of cross-curriculum reading can be discussed between students and students with teachers, (4) Students' difficulties in reading and writing for learning purposes. In short, through the community learning many things students can do in the context of developing literacy behaviors in schools. It showed the four principles of literacy utilization as a basis for the development of learning mentioned above are interrelated and realistic to be implemented.

Some of the following evidence also reinforces that the principles underlying the election of literacy as the basis for the development of learning can indeed be realized. Reading-writing has an important role for students deepest learning materials and develop thinking skills. There is a synergy in the process of building meaning when reading and writing.

Teaching and learning activities are needed to complete the study, continue to the study, prepare to come to the world of work and lifelong learning in the community. Reading-writing is also required to complete most of the tasks that students must complete. In relation to the completion of studies, students will deal with reading-writing. Thus, if the ability to read-write well, the tasks that must be completed students will be done.

Reading-writing activities will empower students to explore, research, and enjoy the content of knowledge refers to their own needs and interests as independent learners (Eanes, 1997). Student empowerment is very necessary to do. For that reason, the experience of exploring, researching, and deepening the knowledge as needed needs to be given to the students.

Through that experience students will become independent learners. Therefore, literacy is useful to meet the needs of the workplace, since it includes reading, writing, calculating, problem solving, developing a person's knowledge so as to enhance the quality of life in an increasingly complex society (Green, 2001; Seafors, 1994).

Cambourne view (1999) that there are four conditions that need to be considered in the guidance of behavior literacy, namely explicit, systematic, serious, and contextual. The principles of the second time included: (1) the conditioning of the student to be willing and able to access various readings, (2) the student's conditioning to have a variety of perspectives on each learning material; (3) the growing condition of student literacy behaviors;) conditioning for the creation of a critical, creative, rapid, and effective

reader-writer. The four principles above clumps are interrelated.

The conditioning of students to be willing and able to access various readings will have an impact on the circumstances that students will be able to have different perspectives on each learning material. In addition, the willingness and ability to access multiple readings will also condition the growth of student literacy behaviors, which in turn they can become readers-critical, creative, fast, and effective writers.

Therefore, with four principles, students will be conditioned to develop literacy behaviors so that the selection of literacy as the basis for the development of learning is appropriate. The following description will be able to clarify the point. Literacy allows one to interact with a variety of complex information sources (Blustein, 1994).

Thus, literacy will benefit people at home, at work, as well as in society, as well as the abilities needed for lifelong learning so as to contribute in an effort to empower individuals and communities, work effectively, use and adapt technologies, in particular in a knowledge-based society that will dominate the 21st century. In that context, the literacy that has been associated with various technologies, especially information technology and even digital electronics, is referred to as the new literacy (Lankshear and Knobel, 2000). The subject matter found in various sources can be understood from different perspectives.

From an early age students should be conditioned to see the subject matter from different angles so they can comprehend the subject matter comprehensively. For that purpose, the existence of literacy as the basis for the development of learning is very appropriate. Literacy is a very valuable aspect of a knowledge-based modern life. (Blustein, 1994).

Literacy is very needed for students to become independent thinkers who are able to solve real problems and challenges in their lives so students need to gain continuous experience of literacy both inside and outside the classroom (Langford, 2001; Cropper, 2001). It is in accordance with the four principles of the second family which underlie the making of literacy as the basis for the development of learning, especially the principles of conditioning the growth of students' literacy behavior and conditioning for the creation of critical, creative, rapid, and effective readers.

Meanwhile, research findings prove that the literacy is beneficial to students in their learning (Cropper 2001) and the view that schools have an important responsibility and role in the effort to develop student literacy toward lifelong learning (Langford, 2001) relevant to the principle of literacy as the basis for the development of learning,

especially the principles of student conditioning in order to be willing and able to access various reading and principles of student conditioning to have a variety of perspectives on each learning material.

They are capital for students as they enter the workforce, because they have learned in school to understand things from a critically-creative different viewpoint. Creative-critical thinking activities will continue to be developed when students are found of searching and finding information, data, findings, and theories to be further processed and poured into systematic writing.

Creative-critical thinking will allow students to create new things and new ways that are useful in life for themselves and others. If such an activity is continuously conducted it can condition the students into reliable thinkers, researchers, and inventors of science and technology. RESULT AND DISCUSSION Related to the formulation of the problem, the results of this study presented the principles underlying the utilization of literacy as the basis for the development of effective and productive learning in schools.

The cornerstone in the utilization of literacy as the basis for the development of effective and productive learning as follows: First, the principle of building access to reading material is diverse for students because of the need. Literacy learning is really conditioned students willing and able to access different reading materials.

Second, the principle conditions the emergence of diverse student views of each material learned as the implications of the existence of diverse readings and opportunities to generate ideas. With literacy-based, students have the opportunity to understand and learn from different perspectives. Third, the principle of building a nursery grows the development of literacy behaviors (motivation, awareness, skill, passion, and culture of reading, thinking, writing).

With literacy-based learning, it is hoped that learning is really a place for the development of high motivation, skill, passion, and high reading-thinking-writing culture for students at school. Fourth, the principle of building a place of service for students to become readers-critical, creative, fast, and effective writers. That means, with literacy-based, teacher-designed learning can provide the best service for students to become truly critical, creative, fast and effective readers-writers.

Fifth, the principle conditions the acceleration of the realization of cross-curricular reading-writing movement for students in earnest. With literacy-based, cross-curriculum reading learning which is a basic need can be implemented immediately. Sixth, the principle of conditioning the ease and completeness of solving the difficulty of reading

and writing for students.

With literacy-based, learning can help students solve the difficulties they encounter in reading and writing at all times. Seventh, the principle conditions the realization of learning communities in schools for students. These learning communities are increasingly needed to cultivate, develop, and perpetuate students' literacy behavior.

With literacy-based, the need for learning communities that encourage students to continue to increase their motivation, skill, passion, and high reading culture both at school and at home will come true. Eighth, the principle of building the realization of intensive interaction between students and students with learning resources, including student interaction with teachers.

Interaction between students and students with learning resources will be conditioned thanks to the making of literacy as the basis for effective and productive learning development in schools. CONCLUSIONS AND SUGGESTIONS Based on the explanation above there are eight principles of the underlying utilization of literacy as the basis for the development of effective and productive learning in schools, (1) the principle of building access to different reading materials, (2) conditioned the emergence of various views of students on each subject matter being studied, 3) building a nursery of other behavioral, (4) building a service venue for students to become readers-critical, creative, fast, and effective writers.

(5) conditioned the acceleration of the cross-curriculum reading movement, (6) conditioned the ease and completeness of the difficulty of reading-writing at any time; (7) conditioned the realization of a learning community that encourages literacy behaviors; and (8) builds intensive interaction between students and students with learning resources. the reseacher suggested the following points.

Teachers should continue to strive for realizing literacy-based learning in accordance with the eight principles outlined above in order to make effective and productive for the student. Reading-writing across the curriculum and empowering scientific-based learning communities is recommended to be implemented in schools. Advanced researchers are advised two effective and productive learning strategies in schools with regard to the context and principles underlying the making of literacy as the basis for the development of learning. REFERENCES Alwasilah, Chaedar (1994).*Dari Cicalengka Sampai Chicago: Bunga Rampai Pendidikan Bahasa*. Bandung: Angkasa.

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