

Implementation of the Calistung Program in Phase A at the Sekolah Penggerak Program and the Sekolah Pengimbas Program

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Abstract

This research was conducted at SDN Balerejo 02 Madiun as a Driving School and SDN Garon 02 Madiun as a Driving School. The research approach applied is qualitative research with a case study design. The data collection techniques used were observation, interviews and documentation. Data analysis was carried out by applying a descriptive qualitative interactive model approach through the steps of data collection, data condensation, data display, and conclusion: drawing/verifying. The research results show that the implementation of the Calistung program in phase A at Driving Schools and Imposing Schools is carried out by providing additional hours after teaching and learning activities on certain days. The implementation of the Calistung program uses contextual/real learning methods accompanied by several reading books, letter cards and number cards. The teacher also provides books that students are interested in as reading sources, introducing numbers using basic arithmetic operations. The obstacles to implementing the Calistung are difficulties in providing learning media, the use of inappropriate methods, and various types of assessments. Another obstacle is the lack of availability of suitable books.

Keywords: *Calistung program, literacy, numeracy skills*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan program Calistung tahap A pada Sekolah Mengemudi dan Sekolah Memaksakan, termasuk kendala-kendala yang dihadapi dan solusi untuk mengatasi hambatan-hambatan tersebut. Penelitian ini dilakukan di SDN Balerejo 02 Madiun sebagai Sekolah Mengemudi dan SDN Garon 02 Madiun sebagai Sekolah Mengemudi. Pendekatan penelitian yang diterapkan adalah penelitian kualitatif dengan desain studi kasus. Teknik pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi. Analisis data dilakukan dengan menerapkan pendekatan model deskriptif kualitatif interaktif melalui langkah pengumpulan data, kondensasi data, penyajian data, dan penarikan kesimpulan: penarikan/verifikasi. Hasil penelitian menunjukkan bahwa pelaksanaan program Calistung tahap A pada Sekolah Mengemudi dan Sekolah Memaksakan dilakukan dengan memberikan tambahan jam kerja setelah kegiatan belajar mengajar pada hari-hari tertentu. Pelaksanaan program Calistung menggunakan metode pembelajaran kontekstual/nyata disertai dengan beberapa buku bacaan, kartu huruf dan kartu angka. Guru juga menyediakan buku-buku yang diminati siswa sebagai sumber bacaan, mengenalkan bilangan dengan menggunakan operasi aritmatika dasar. Kendala pelaksanaan program Calistung adalah kesulitan dalam penyediaan media pembelajaran, penggunaan metode yang tidak tepat, dan jenis penilaian yang beragam.

Kata kunci: *program calistung, literasi, kemampuan berhitung*

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INTRODUCTION

Reading, writing, and counting (Calistung) is one of the basic skills that every individual must have. Rachman (2019, p. 25) states that literacy is a basis for an individual to recognize letters and numbers. According to Rahayu (2018, p.43), literacy skills have a good impact on the development of a person's language and logic, especially children of primary school age. Reading and writing skills can help children to understand and convey the information they receive. While the ability to count can help children to develop the logical aspect of thinking.

Reading is the process of parsing and understanding writing using certain letters or symbols. Reading can also be interpreted as a process carried out to understand a message both implied and explicit contained in the text (Hendrayani, 2018, p. 69). By reading, a person can improve himself, expand his thinking power, sharpen his views and broaden his horizons (Rukati & Sumayana, 2021, p. 56). Reading skills also have a close relationship in children's language development. This is because reading ability is included in one aspect of language skills. Aspects of language skills are divided into 4, namely reading, writing, listening and speaking skills (Satria, 2017).

Writing is the process of expressing thoughts, ideas, or information through the use of letters or certain symbols that form words, sentences, and texts. According to (Dalman, 2019) writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium. Similar to reading, writing is also one aspect of language skills. Counting is a way of learning about the name of a number, then using the name of the number to identify the number of objects. Counting is the ability of the mind to add up (Sujiono, 2018). In elementary school-age children, counting is a basic skill that must be mastered by children before they can understand other activities in mathematics. Raghubar in Sari (2020) states that counting ability is related to numbers in which there are activities to mention numbers, identify numbers and operate numbers.

Calistung is a skill that every child must have because of the enormous benefits of learning calistung. Calistung stands for reading, writing, and counting. Calistung is the basic stage of people being able to recognize letters and numbers. Many experts consider calistung important to facilitate communication in the form of written language and numbers. Generally, learning calistung is delivered in formal education, namely schools. A phenomenon arises when there are people who have not been able to go to school. They know letters and numbers but cannot read. They know money but cannot count it. It is these stages of introduction that have begun to be widely studied and developed in the development of calistung or literacy methods.

METHOD

This research focused on studying the implementation of the Calistung program in phase A in the Movement Schools and Facilitator Schools. Therefore, this study applied a qualitative research approach. In relation to qualitative research, Williams (in Hardani, 2020, pp. 17-21) explains its characteristics, namely 1) data collection is carried out in a natural setting; 2) the researcher is the main instrument in collecting and interpreting data; 3) qualitative research is very rich and full of holistic descriptions and analysis; 4) qualitative research requires researchers to conduct their own research activities in the field (as first-hand experience in the field); 5) in qualitative research there are triangulation activities that are carried out extensively, both triangulation of methods, triangulation of data sources, and triangulation of data collectors; and 6) sampling is carried out by rational purposive (logical, purposive sampling).

The type of qualitative research applied is case study research. Regarding case study research, Hardani (2020, p. 64) states that case studies aim to collect and analyze data related to a case. The case is usually because there are problems, difficulties, obstacles, or deviations. Something can also be used as a case even if there is no problem but because of its excellence or success. The case relates to individuals, groups (work, class, school, ethnicity, race, religion, social, culture, etc.), families, institutions, organizations, regions/regions, communities, and others. Case studies are directed at studying conditions, activities, developments and important factors related to and supporting these conditions and developments. Based on this opinion, it can be conveyed that a case study is research conducted by further investigating the causes of certain social aspects, then data collection can be developed or proven to solve the problems in the study. Case study research aims to study and investigate an event or phenomenon regarding an individual (someone) or a small group of individuals that occur in real life.

RESULTS AND DISCUSSION

The research results show that the implementation of the Calistung program in phase A at Driving Schools and Imposing Schools is carried out by providing additional hours after teaching and learning activities on certain days. The implementation of the Calistung program uses contextual/real learning methods accompanied by several reading books, letter cards and number cards. The teacher also provides books that students are interested in as reading sources, introducing numbers using basic arithmetic operations. The obstacles to implementing the Calistung program in phase A at Driving Schools and Imposing Schools are difficulties in providing learning media, the use of inappropriate methods, and various types of assessments. Another obstacle is the lack of availability of suitable books. Efforts made by teachers to overcome difficulties include sharing information with colleagues regarding the difficulties they are experiencing, training themselves to make creative learning media, and so on..

CONCLUSION

The learning process in education is the main thing that is done in order to achieve educational goals. Learning is a relatively permanent change in behavior. Learning activities involve observable behavior or activities and internal processes such as thinking, attitudes, and emotions. The learning process is a behavior carried out by individuals because of their interaction in an environment. This learning behavior is characterized by changes in behavior and is related to changes in the student's self, whether it leads to things. students, whether it leads to better things or even to things that are less good (Suryanto, 2022).

Educational institutions, in this case elementary schools (SD) as a basic education level, are a place and means for the creation of certain behaviors and directed associations. Elementary school is a basic level of education that shapes students to behave and associate in accordance with the norms that exist in the environment. Elementary school is the spearhead or initial foundation for children to be able to understand reading, writing, and counting. In view of this, it can be assumed that Calistung grade 1SD is indeed very necessary (Zainal, 2021). It is intended that a student can keep up with the rapid development of the world. By looking at this, every child must be ready to receive learning. Starting from grade one elementary school, which must be able to read, write, and count. Good Calistung skills can provide benefits for children, namely children will be more independent and more confident. In the learning process carried out at school or at home, there are always several tasks that must be completed. Surely every task given through the provision of material understanding first. For every child at the elementary school level, especially first grade

children who already have Calistung skills, it is certainly easier to complete each task. Even the child is better able to understand every material that is conveyed. In addition, good Calistung skills can make it easier for children to take part in learning. Every material given to students must include Calistung. The Calistung given will also be adjusted to the level of education, but not all students have the same ability. Children who have calistung skills from an early age will find it easier to receive material better. Thus, the implementation of the Calistung program for grade I children is very necessary

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