



The Use of Picture Story Books in Growing the Literacy Movement as Minimum Competency Assessment Readiness in Primary Schools

Rizky Arianty¹✉

¹ Primary School Education, Postgraduate, Semarang State University
Semarang, Indonesia

✉ Corresponding Author: rizkyarianty2@gmail.com

Abstract

The learning media for picture story books may be utilized as a medium to create a literacy movement in schools, notably in creating the Minimum Competency Assessment. The ability to read is not the only criterion for predicted literacy, to read and count, but also in practical applications. The efforts of a number of people demonstrate a serious commitment to reading skills on behalf of the Minimum Competency Assessment policy, featured by the Ministry of Education and Culture. This study looks at the use of image storybooks to promote literacy in preparation for the Minimum Competency Assessment Elementary school students are assessed. The review is conducted by examining research findings from Google Scholar, which is indexed both domestically and globally. This study includes 20 publications from peer-reviewed journals on picture books, reading literacy, and numeracy literacy. The prism approach is used to assemble articles into a systematic review. According to the findings of the study, picture storybook media may promote student literacy movements in elementary schools, which may help students prepare for the Minimum Competency Assessment.

Keywords: Picture Story Books, Literacy, Minimum Competency Assessment

Penggunaan Buku Cerita Bergambar dalam Menumbuhkan Gerakan Literasi sebagai Kesiapan Asesmen Kompetensi Minimum di Sekolah Dasar

Abstrak

Media pembelajaran buku cerita bergambar dapat dijadikan salah satu sarana untuk menumbuhkan gerakan literasi di sekolah utamanya dalam mempersiapkan Asesmen Kompetensi Minimum. Literasi yang diharapkan bukan hanya sebatas kemampuan membaca dan berhitung saja, namun juga pada penerapannya dalam kehidupan sehari-hari. Perhatian serius terhadap kemampuan literasi ditunjukkan oleh upaya Kemendikbud yang tercantum dalam kebijakan Asesmen Kompetensi Minimum. Review ini mengkaji penggunaan buku cerita bergambar dalam menumbuhkan gerakan literasi untuk mempersiapkan Asesmen Kompetensi Minimum di sekolah dasar. Review dilakukan dengan menganalisis manuskrip hasil riset yang diperoleh dari google scholar yang terindeks secara nasional dan internasional. Review ini melibatkan 20 artikel jurnal hasil riset yang berkaitan dengan buku cerita bergambar, literasi membaca dan literasi berhitung. Artikel disusun dalam bentuk systematic review dengan menggunakan metode prisma. Berdasarkan hasil review didapatkan bahwa media buku cerita bergambar dapat menumbuhkan gerakan literasi siswa di sekolah dasar, sebagai salah satu upaya untuk mempersiapkan siswa dalam menghadapi Asesmen Kompetensi Minimum.

Kata kunci: Buku Cerita Bergambar, Literasi, Asesmen Kompetensi Minimum

INTRODUCTION

The understanding of the importance of cultivating a culture of literacy in reading and numeracy is not new. Cultivating a literacy culture is by accustoming students to reading and numeracy at various level of education, including elementary schools. Cultivating literacy from an early age is not without purpose. This is implemented because of the importance of literacy culture in forming superior generations in the future. This is the main reason that further studies are needed regarding literacy skills to influence literacy skills in primary schools.

The government's action in improving students' literacy skills is demonstrated through changes in the policy of implementing the National Examination becoming a Minimum Competency Assessment. The Minimum Competency Assessment focuses on measuring the implementation of learning in schools by testing students' literacy skills. The national scale assessment refers to students' ability to understand text and represent numbers. Therefore, schools need to provide efforts to instill in-depth reading and numeracy literacy during the learning process.

The ideal condition desired by Indonesian Ministry of Education and Culture based on the direction of Minimum Competency Assessment policy is that schools have good educational quality values. This is assessed based on the learning process carried out by the school with the aims of honing reading literacy skills, numeracy literacy and cultivating good character in students. Measurement of reading and numeracy literacy skills was chosen because these competencies are fundamental requirements that must be possessed by students in facing future challenges. (Kemendikbud, 2020). In addition, Indonesian Ministry of Education and Culture hopes that every school has an education unit climate that supports the learning process. Educational institutions are expected to be able to improve the quality of learning, so that teachers apply "*teaching at the right level*" and focus on building student competence and character.

Schools are educational institutions that need to move quickly to present literacy based learning according to learning needs. Schools that are conducive to carrying out the learning process will provide comfort for students. This is due to a good learning environment, so it has a big influence on success, especially in improving students' reading and numeracy skills. A conducive environment in the learning process can be measure through the availability of learning media. The implementation of learning media that is appropriate to the abilities and characteristics of primary school is something that need attention. Mueller (2006) states that children's cognitive development at the age of 7 to 11 years start from the ability to think concretely and abstractly. This is supports by the implementation of concrete learning media in the learning process for primary school students.

One of the learning media used is picture story books. The success of instilling the literacy movement using picture story books has been tested in research conducted by Koyuncu and Firat. Research result of Koyuncu dan Firat (2020) shows that the learning process using picture story books is effective in increasing students' interest in carrying out literacy movements with a score of -26.317 with a probability (sig) 0,000. Based on the research conducted by Koyuncu and Firat, it shows that the elements in picture story books can increase students' interest in carrying out literacy movements during the learning process. This article examines the implementation of picture story books to foster reading and numeracy literacy movements as an effort to prepare a minimum competency assessment in primary school.

METHODS

The method used is a systematic review using the prism method. This study aims to analysis the manuscripts of research results obtained from Google Scholar which are indexed nationally and internationally. The referenced literature research was published within the last 10 years as of the time this article was published. Literature is selected according to the theme used, including (1) Reading literacy, (2) Numeracy literacy, and (3) Picture story books. The steps in this systematic review use the prism method. The steps include; defining eligibility criteria, defining information sources, selecting literature, collecting data and selecting data items.

RESULTS AND DISCUSSION

1. Literacy Reading

The role of reading literacy in education has special attention. This is because reading literacy skills increase one's productivity in their environment. Based on the results of research conducted by Arikan dkk (2016) shows that PISA places reading literacy in the main position in measuring students' cognitive abilities. This is because reading literacy is one aspect of cognitive abilities that can prepare students to

face challenges in their lives. PISA has concluded that reading literacy skills are a form of reflexion in applying students' knowledge and experience in real conditions.

Good literacy will provide a wide space for students to develop their abilities, so that they have an active role in society. [Kemendikbud \(2020a\)](#) defines that literacy is a person's ability to use, understand, evaluate and reflect on types of written texts that aim to develop the individual's potential to be productive in society. This shows that by including the literacy movement in the learning process, it will provide a learning experience for students. According to views [Akbar \(2017\)](#) to improve students' abilities, students need to develop self-sensitivity to the environment through 6M (observing, creating, communicating appreciating, recording, showing, etc).

Currently, the existence of the reading literacy movement lead to aspects of understanding and implementation in the community. Therefore, it requires sufficient attention. This causes the inculcation of the objective concept of reading literacy to have complex problems. [Musfiroh & Listyorini \(2016\)](#) states the problem of child literacy in Indonesia, especially primary schools is complex. Therefore, the selection of diction in sentences, reading themes, levels of cognition and illustrations need to be considered. The complexity of the problem in students' reading literacy skills provides the main reason that reading literacy needs to be introduced early on. [Ristanto et al. \(2017\)](#) state literacy should be introduced to primary school students. The introduction of reading literacy since primary school will foster a habit for students to understand the information they receive through reading. This aims to make easier for students to understand the content in a reading.

The importance of literacy is also the main focus of PISA in determining the subject of measurement of science in 2006 and 2015, numeracy in 2003 and 2012 and reading in 2000, 2009 and 2018. [\(OECD, 2019\)](#). The maturity of PISA in giving primary attention to reading ability takes longer when compared to numeracy and science. This show the seriousness of PISA in developing reading skills in the process of students' cognitive development. This shows that of the three abilities that are the focus of the PISA assessment, there is one subject that holds important control in improving student achievement namely reading skills. [Mullis, Ina VS \(2012\)](#) states that the ability to read is a major component in improving student learning achievement in school. This happens because good reading skills will make it easy for students to understand all subject matter. In line with opinion [Yuriza, dkk \(2018\)](#) that the literacy ability of students to read is important, because it will help them keep up with the development of the education being carried out. Bases on this description, it can be concluded that students' reading literacy skills will make it easy for them to master other fields including numeracy.

2. Numeracy Literacy

Numerical literacy is a mathematical literacy movement that has been recognized in the world of education. Numerical literacy has a relationship with reading literacy, this is in accordance with the statement [Oecd \(1999\)](#) that the results of measuring students' knowledge and skills are assessed from understanding the contents of the reading, then detecting the contents of some texts that involve mathematical concepts referred to as data literacy.

The numeracy literacy movement is an important step for every school in increasing students' critical attitudes in solving everyday problem related to mathematics. The involvement of the numeracy literacy movement in increasing students' critical attitudes was expressed by [Bobby Ojose \(2011\)](#) state that "A mathematically literate person can estimate, interpret data, solve day-to-day problems, reason in numerical, graphics and geometric situations and communicate using mathematics". Mathematically literate people can predict, interpret data, solve everyday problem, reason in the numerical, graphic, and geometric realms and communicate using mathematics. This shows that the implementation of the implementation of the learning process is important to involve mathematical concepts in accordance with everyday problems. [Nurkamilah, dkk \(2018\)](#) states that the application of realistic mathematics learning can provide experience to students, being a driving force for applying mathematical concepts in everyday life including for further education. In line with opinion [Lange \(2015\)](#) which state that mathematical literacy relates to how students are able to find information through activities, use, formulate, and interpret mathematics in everyday life.

Numerical literacy is interpreted as the ability to think using concepts, facts, procedures and mathematical tools to solve problems in everyday life [\(Kemendikbud, 2020\)](#). The concept of learning by involving everyday life problems as a numeracy literacy movement is an attempt to train students to think critically in solving problems in life. Mathematical concepts need to be considered especially in conducting learning in an educational environment. [Yavuz et al. \(2013\)](#) states that students with poor mathematical literacy skills will result in weak disciplinary consistency in carrying out daily activities. Therefore, a new

concept in mathematical literacy by including environmental aspects provides a special position for numeracy literacy in enhancing students' learning experiences, so that learning becomes meaningful.

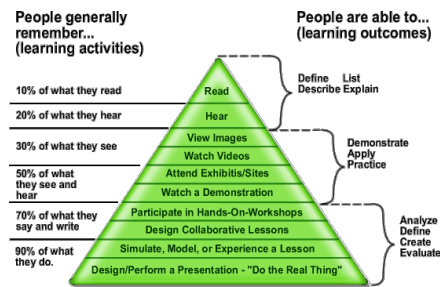
Stacey (2011) revealed that the concept of numeracy literacy is related to the concept of mathematical modelling and a process component called mathematization. The concept of mathematization is a concept related to compiling real life problems in mathematical notation, so that they can be solved as mathematical problems whose solutions can be understood to answer real problems. Therefore, creating a meaningful learning process because the results of students learning can be applied in everyday life.

Meaningful learning in the application of numeracy literacy in schools is obtained from the way educators implement learning concepts. Abad dkk (2018) conclude that there were factors that affected students' numeracy literacy including (a) aptitude variable in the form of students' initial abilities, (b) instructional variables in form of quality of time and teaching, (c) environmental variables including classrooms, friends and media exposure. The use of instructional media can train students in solving PISA type mathematical problems. This is reinforced by the results of the study Pakpahan (2016) there are two factors that affect student achievement including internal factors in the form of family conditions and culture, also external factors in the form of books as learning media that affect students' numeracy literacy achievements. It's the same views with Titik dkk (2017) which states that the literacy movement in schools can be implemented by paying attention to patterns of activity, covering three aspects including patterns of implementation of literacy and strategy, literacy environment and sources of books and cooperation of school components in literacy activities. Learning media supporting literacy skills are also adapted to the characteristics and need of students. This is related to the age of primary school children entering the concrete operational period which requires learning media to understand the content of the reading, including the role of picture story books in learning.

3. Picture Story Book

Learning is a communication process that exists between teachers and students in transferring knowledge. An effective and efficient communication process will provide a great opportunity for knowledge to be easily obtained by students. Learning media can be used as an alternative in facilitating the process of communication between teachers and students. Mahnun (2012) states that there are three functions of learning media including (1) the stimulation function which provides stimulus to the students to be interested in learning, (2) the function of the media which helps the communication process between teachers and students, and (3) the information function which contains explanatory material from the teacher in learning process. This explains that learning media is a medium of communication and information that can be directly involved in the learning process. In essence, learning is also a process of communication to achieve the goals that have been planned. The establishment of good communication will make it easier for teachers to achieve learning objective. In addition, the selection of learning media must consider the needs and characteristics of students with the benefits that will be provided through the use of these media. According to views Tafonao (2018) states that learning media has special characteristics and its own usefulness. The special characteristics possessed in each learning media make various types of learning media. Gunawan (2014) categorizing the types of learning media into four including audio media, visual media, audio media and print media. The selection of learning media based on its type pays close attention to the characteristics of primary school age students, this is the first step to involving media in the implementation of learning. Primary school age is an age that has concrete thoughts. Mueller (2006) states that the cognitive development of children aged 7 to 11 years begins with the ability to think towards abstract. In line with the results of the study Supriyono (2018) that there are three basic things about the need to use media, one of which is the existence of learning media as a means of changing abstract knowledge into concrete according to the characteristics of primary school children. So the selection of learning media that emphasizes visualization in its use is the right thing. One of the media that emphasizes visualization in its use is a picture story book. This is in accordance with the pyramid Edgar Dale's Cone of Experience.

(Picture 1) which explains that learning by prioritizing the role of visuals will increase students' memory by as much as 30%.



Picture 1. Pyramid Edgar Dale's Cone of Experience

The characteristics inherent in picture story books that are packaged in visual form can train students to understand the contents of the reading, so as to hone students' reading literacy skills. In line with Putri Rizki Utami, Lintang Kironoratri (2022) who carries out a learning process involving media with visual characteristics that are proven to increase literacy which has an impact on the breadth of students' understanding of the information they read. Stewig (2013) states that there are three unique features of picture story books including presenting language exercises, presenting visual roles and stimulating visual and verbal abilities at the same time in children. The advantage that digital picture story books have in presenting text and visual images simultaneously is a special thing. This is because the two abilities of students are honed in only one learning medium.

The visual and verbal abilities presented in picture story books have a positive impact on increasing students' vocabulary. The increase in vocabulary possessed by children through the medium of picture story books is also recognized by Montag, dkk (2015) who stated that one of the benefits of reading picture story books to a child would be to help increase vocabulary. In addition to adding vocabulary to children, story books can also provide valuable experiences for children. The experience given in digital picture story books can be the first step in preparing students to make changes for themselves and their environment. This is in line with research Retnowati, dkk (2018) which states that digital picture story book media products are proven to be able to increase good behaviour in students. In line with Oktaria et al., (2020) which states that this type of visual-verbal learning media can encourage students to be active in the learning process as evidenced in the student response result of 73.7%

Based on the explanation above, it can be concluded that the use of learning media in the form of picture story books has a positive impact on the learning process. The positive impacts increase students' cognitive abilities in vocabulary and changes in attitude. So, it can be said that the media of picture books is one of the efforts to implement reading literacy in schools. It is proven that the use of picture story books can foster reading literacy, there are several studies which conclude the picture story can foster numeracy literacy. Sundayana (2016) states that the use of media can concretize the abstract nature of mathematical symbols and concepts, this can make it easier for students to obtain additional information through the contents of illustrated stories. In line with this Pratiwi dkk (2020) stated that the development product in the form of a picture story book that was developed was considered suitable for use in the mathematics learning process. In addition, the picture story books that have been developed provide enthusiasm for learning activities that prioritize mathematical literacy.

CONCLUSION

Reading literacy and numeracy need to be introduced to students from primary school. Apart from the importance of literacy competence for students, this will also support students' readiness in facing AKM. Along with the development of the era, literacy is not only related to the ability to read and count, but also related to understanding and implementation in everyday life. Student competency in reading comprehension and representing numbers is the main goal in the literacy movement.

The introduction of literacy to primary school students certainly requires media that can provide easy understanding to students in understanding the concept of literacy. The existence of picture story books as learning media is one of the media that can make it easier for teachers to provide literacy understanding to students. This is because primary school age requires an intermediary who can concretize abstract forms the knowledge obtained at school.

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