



Strategy for Increasing Early Childhood Literacy Skills at PAUD Ar-Rahman Benteng, Sungain Batang District, Indragiri Ilir Regency, Jambi Province

Hindun Hindun^{1*}, Rapiko Rapiko^{2*}, Rasidin Rasidin³, Siti Aisah⁴

^{1,2,3,4} Sultan Thaha Syaifudin State Islamic University Jambi, Indonesia

*Corresponding Author: Hindun Rapiko

Abstract: This research aims to examine the improvement of early childhood literacy skills by using exploratory strategies in early childhood at PAUD Ar-rahman Benteng, Sungai Batang District, Indragiri Ilir Regency, Jambi Province. Increasing early literacy skills referred to in this research is to explain children's abilities in using letters or reading and writing which are mastered before children learn how to read and write. This type of research is descriptive qualitative research because data regarding teacher strategies in introducing early childhood literacy requires a lot of qualitative data. Where the teacher is the implementer of learning while the researcher is the observer. This research is in the odd semester 2023/2024, namely in February. The subjects of this research were Ar-Rahman Benteng PAUD students, consisting of 23 students. The object of research is students' initial literacy abilities. Data collection techniques use observation, interviews and documentation. The data was analyzed using the mile and Huberman data analysis model, namely running or flowing (Flow model analysis). The analysis consisted of data collection, data reduction, data display, and verification/drawing conclusions. The results of the research show that the increase in early childhood literacy at Ar Rahman Benteng Preschool is quite good, it can be seen that when in literacy learning activities with movement and songs, children are able to read and write letter symbols that match the songs, children are able to imitate writing letters modeled by the teacher and enthusiastic about literacy activities.

Keywords: Exploratory Strategy, Early Childhood Literacy Development

INTRODUCTION

Early Childhood Education in its learning process, it is hoped that teachers can help the physical and spiritual growth and development of students according to their level of developmental attainment in the learning process according to the child's age limits. Where PAUD for ages from birth to six years consists of child care centers and similar PAUD units

(SPs). Ages 2-4 years consist of Play Groups (KB) and ages 4-6 years consist of TK/RA/Bustanul Athfal (BA) and the like.¹

Literacy Early or Pre-literacy is a term used to describe a child's ability to use letters or read and write which is mastered before the child learns how to read and write. Early literacy is a sign that a child, even from the age of one or two years, is already in the process of becoming a literate person. Early literacy is the foundation for mastering enjoyable reading and writing skills. This initial literacy state must be developed well in PAUD and not replaced with conventional literacy mastery which will tire children and give rise to negative experiences with reading and writing. Early literacy can be built from infancy and at an early age through adult participation in meaningful activities that involve speaking and literacy. Literacy is primarily related to language and how it is used. Literacy is an ability related to the ability to read, write, listen and speak.

In simple terms, literacy means the ability to read and write, or literacy. In the current context, literacy has a very broad meaning. Literacy can mean being technologically, politically literate, thinking critically, and being sensitive to the surrounding environment.²

In Permendikbud 146 of 2014, indicators of the achievement of reading literacy development for children aged 5-6 years include 1) mentioning letter symbols, 2) telling about pictures in books, 3) showing the behavior of enjoying reading familiar books. 4) recognize the first letters of the names of objects around you 5) read your own name. Meanwhile, indicators of writing literacy achievement for children aged 5-6 years in Minister of Education and Culture Regulation 146 of 2014 include 1) being able to write their own name, 2) being able to write and showing pre-writing letter symbols, 3) making pictures with writing that is already in the form of letters or words.³

In Early Childhood Education, activities can be carried out in the form of play. The activity strategy places more emphasis on children's activities than on teacher activities. Apart from that, early childhood learning strategies must be carried out in an interesting, social way, full of games and fun and not rob children of their world. In learning strategies we need to develop and pay attention to learning approaches that make them happy, fun, creative and active, so that they are free from pressure and are not burdened.⁴

Based on the results of the grand tour conducted by researchers on Thursday 22 December 2022. Researchers found problems related to early childhood literacy at PAUD Ar-Rahman Benteng at the age of 5-6 years. Initial observation results show that early childhood literacy at the age of 5-6 years at Paud Ar-Rahman Benteng is not optimal. It can be seen that during the learning process there are still children aged 5-6 years who still have difficulty recognizing letters, arranging letters to form words, there are some children who cannot write their own names, cannot say what letters are in their names, then there are some children who I can't tell you about the pictures in the book. This may be in line with the learning strategies used by teachers that do not attract children's interest in mastering early literacy. So children are still unable to solve simple problems regarding literacy on their own. This inability has an impact on the child's behavior and sees himself as someone who does not have the ability to complete a task, then all his behavior will show this inability. As well as the lack of literacy learning tools and media in schools so that teachers cannot channel their ideas and creativity more widely in creating interesting learning models.

The problem formulation in this research is as follows:

¹Ministry of Education and Culture. 2015, 2.

²Cristianti, M, "Early Childhood Reading and Writing". Journal of Children's Education 2, no .2 (2013), 8. <https://repository.upy.ac.id>

³Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 of 2014, 33.

⁴Nurmadiyah, "Early Childhood Learning Strategies," Al-akfar Journal: Journal of Islamic Science and Civilization 3, no. 1 (2015): 12, <https://doi.org/10.28944/afkar.v3i1.101>.

1. What are the early literacy skills of early childhood in PAUD Ar Rahman Benteng, Sungai Batang District, Indragiri Hilir Regency, Riau Province.
2. What are the strategies for improving early childhood literacy skills in PAUD Ar-rahman Benteng, Sungai Batang District, Indragiri Hilir Regency, Riau Province ?
3. What are the obstacles in the strategy to increase early childhood literacy skills in PAUD Ar-rahman Benteng, Sungai Batang District, Indragiri Hilir Regency, Riau Province?

LITERATURE REVIEW

1. Learning strategies

Strategy is a comprehensive plan for achieving organizational goals. In the field of education, strategy is defined as a plan that includes various activities aimed at achieving educational goals. Below are strategies specifically for early childhood as stated by Kostelnik, including:

First, the Exploratory Strategy, this strategy emphasizes children's activities to build their own knowledge so that they can develop their thinking abilities from concrete thinking to abstract thinking. According to Tylor, exploratory activities are activities that allow children to develop direct investigations through spontaneous steps, learning to make decisions about what to do and when to do it.

Second, Guided Discovery, the aim of this discovery for children is that children can make connections and build concepts through interactions with objects and people. Guided discovery should focus attention on the child's learning process, not on the results he achieves. The role of children here is to build knowledge for themselves, make choices and decisions, carry out experiments, experience, raise questions and find answers. The role of the teacher is to provide the necessary tools and information that can support the child's learning progress.⁵

Third, problem solving: young children are required to learn to plan and observe the results of their actions. In this method the teacher's role is as a facilitator. The problems that children solve best are things related to themselves through various methods, giving them opportunities to gather information. Various problems that are well introduced to children can encourage children to make connections in developing ideas for solving problems.

Fourth, discussion is a form of learning strategy that shows reciprocal or reciprocal interaction between teachers and children, teachers talking to children, children talking to teachers and children talking to other friends. The discussion process carried out in early childhood education is different from discussions carried out by adults. The teacher's role in implementing this discussion strategy is more about encouraging them to express their own ideas, and communicating and developing ideas more widely to other people, namely their friends and teachers.⁶

Fifth, Cooperative Learning, this strategy involves children working together in small groups and each child can participate in completing tasks together. In this cooperative strategy, the teacher emphasizes improving aspects of children's social skills in carrying out tasks.

Sixth, Demonstration This strategy is implemented by asking the child's attention, showing something to the child and asking for the child's response to what they see. The response shown by the child can be in the form of words or actions according to the teacher's instructions.

⁵Safrudin Aziz, *Active Learning*, 180.

⁶Safrudin Aziz, *Active Learning*, 182.

Seven Direct Teaching strategies are implemented through direct practice, for example to teach children to speak via telephone. After the teacher gives an explanation to the child, learning activities can be carried out by the child so that the child is given the opportunity to learn to communicate via telephone in the drama play area.⁷

2. Increasing Early Literacy Skills

The term literacy in Indonesian is a loan word from the English language literacy, which etymologically the term literacy comes from the Latin "literatus" which means someone who learns. In this case, literacy is closely related to the process of reading and writing.⁸

Early literacy (*emergent literacy*) is the formation of reading skills that are known early before children go to school. A child's initial ability to read and write is born out of the child's curiosity and high desire to know something.⁹

According to Whitehead, early childhood literacy is skills related to reading, writing, listening and speaking. Cristianti, simply put, literacy is the ability to read and write, or literacy. Subiyantoro defines contemporary literacy as a person's ability to use written or printed information to develop knowledge for the benefit of society. Apart from that, a person can only understand something and be said to be literate if he reads and does something according to his reading comprehension.

Suyadi in Imanda Fikri Aulinda (2020, 3), literacy skills can be introduced or taught to early childhood since the child is in the womb, stimulation of literacy development in early childhood can be described as follows:

- 1) Babies (Infants). Ideally, since in the womb, children are stimulated or introduced to various activities that make their literacy skills develop. Introduction to literacy can be done when the child is lying down, on his stomach or sitting. Even on the child's bed, parents need to provide colored books (full color). who reads stories. The introduction of literacy in this period is only limited to introducing it, not forcing children to memorize.
- 2) Toddlers (2-3 years). Basically toddlers really like books. If the stimulation during this period is successful, children will have a tendency to like books. Generally at this time children start to read and like to give names to the objects in the book. As time goes by and vocabulary increases or signs are recognized, children can be introduced to reading but not memorizing. Reading books aloud and with the right intonation is the most strategic step to stimulate children's hearing.
- 3) Children aged 3-6 years. At this time, children's passion for picture books began to increase. Children enjoy reading picture books with bright colors and lots of pictures. Children like story books that still have lots of illustrations and bright colors. Because in essence the child's literacy period starts from birth to the age of six.

There are several capabilities 1 iteration read that owned a child include the following:

a) *Print Motivation:*

When parents and teachers are able to arouse children's interest and passion for books, a convincing argument that reading is fun. A child who is motivated by print media is developing a love of reading. They play with books and pretend to write, visit the library, and their parents model the exchange of books between them and

⁷Safrudin Aziz, *Active Learning*, 184.

⁸Aprida Niken Palupi, *Improving Literacy in Elementary Schools* (Madiun: CV Bayfa Scholar Indonesia, 2020),1.

⁹ Ahmad Susanto, *Children's education*, 120.

other children or between them and other friends. They also allow them to observe and enjoy reading. invite children to discuss everyday reading and writing practices.

b) *Vocabulary:*

Child will know the things around him with his name And will own access more vocabulary Lots than previously. And finding words will have a larger vocabulary because they know more about the names of objects and objects around them. Knowing more words before starting school is also better.

c) *Narrative skills* . Where children can repeat and retell the contents of the book in their own words.

d) *Phonological awareness:*

Children have the ability to recognize and reproduce the sounds of simple words

e) *Letter knowledge:*

This means that children can know and read letters. In this way children will realize that letters can be read and objects have names, realizing that letters vary. Children learn to code written words by combining writing units called graphemes and sound units called phonemes in systematic writing like the one we have, namely the alphabet. the process of translating writing from speech to print, including the translation of graphemes and phoneme units. In all scenarios, children should be able to differentiate between multiple letters and understand that each letter is unique.

f) *Narrative skills:*

This skill is closely related to spoken and written language and involves the ability to describe events to be retold. The printed word is first recognized; Reading comprehension is highly dependent on the reader's oral language proficiency. Many studies show a correlation between oral and reading abilities, proving that language development in preschool and early childhood is related to oral reading abilities.¹⁰

c) *Writing Literacy*

In the concept of literacy, writing is an iterative process carried out by writers to revise their ideas, repeat the stages of writing, until they are able to express these thoughts and ideas in a form of writing that is in accordance with the ideas or ideas developed.¹¹

Writing skills are the ability to express thoughts through written symbols. According to Henry Guntur Tarigan, "Writing skills are imitating or depicting the development of early literacy skills in children aged 5-6 years through symbols that describe a language that is understood by someone." Beginning writing ability is not much different from beginning reading ability. At the basic/beginning level, learning to write is more oriented towards the ability to recognize letter symbols.

According to Morrow, children's writing abilities are divided into 6 stages as follows: 1) Writing Via Scribbling, the scribbling stage aged 2.5-3 years. In this period, the writing activities carried out by children are only in the form of scribbles that have no shape, only resembling drawing lines up and down. 2) Writing Via Drawing, the stage of writing through drawing aged 3-3.5 years. At this time, children carry out writing activities through drawing activities. This is because children consider drawing activities to be the same as writing activities and children assume that by making a picture they have written a message to someone else. 3) Writing Via Making Letters- Like Forms, writing stage by forming pictures like letters aged 4 years. At this stage, at a glance what is depicted resembles the shape of a letter. Children don't just make scratches, but also

¹⁰Beautiful Rachma Cahyani. "The Role of Parents and Teachers in Developing Early Literacy in Surabaya," (Airlangga University, 2016), 19.

¹¹Yunus Abidin, *Learning* , 206.

involve creative elements or drawings. 4) Writing Via Reproducing Weel- Learned Unit Or Letter Stings, the writing stage by making letters that will be learned at the age of 4 years. At this stage, children write letters by imitating, for example, writing their name by example. 5) Writing Via Invented Spelling, the writing stage through finding spelling activities aged 4-5 years. At this stage children write by trying to spell by trial and error. 6) Writing Via Conventional Spelling, the stage of writing through spelling, aged over 5 years. At this stage children write by spelling directly. At this stage the child can spell correctly both in terms of structure and spelling.

According to Al-Jumaily, writing is a form of communication that uses letter symbols in the process of expressing an idea. ¹²There are several stages of writing development in early childhood, namely as follows:

- 1) The stage of crossing out or making scratches
This stage usually starts at the age of 2 years to 3 years. At this stage, children like to scribble, whether on paper, floors, walls or anything they think can be written on.
- 2) Linear repeater stage
This stage usually starts at the age of 4 years where children often find out about horizontal writing forms, the resulting writing is like making a picture of grass
- 3) Random writing stage
This stage begins at the age of 5 years, children learn about various forms of writing even though the letters are still random
- 4) Name writing stage
At this stage the child begins to understand that letters have sounds and begins to write down what he hears. This stage usually appears at the age of 5.5 years.
- 5) Stage of writing short sentences
At the age of 6 years, children have begun to compose short sentences consisting of one subject and one predicate, There are many things that must be considered in implementing children's literacy, namely:
 - a) Teaching reading is not in accordance with child development indicators;
 - b) Forcing children to learn meaningless pronunciation;
 - c) Forcing children to practice writing; their children take calistung courses.
 - d) provides a redundant fifth worksheet
 - e) advise parents to take their children to calistung courses

Sometimes a PAUD teacher's dilemma is the demands of the child's parents. This cannot be used because sometimes the preschool teacher's dilemma is a request from the child's parents. Parents who send their children to PAUD or Kindergarten usually have big dreams for their children can read, write and count, not only in SCHOOL institutions, but parents force their children to give additional tutoring or calistung classes.

Literacy from an early age is a child's first step in learning to read, therefore there should be no element of being forced by the wishes of people in the child's environment, because this will reduce the child's enthusiasm for learning, thus the right teacher strategy will provide appropriate literacy teaching according to the stages of development. child¹³

3. Early Childhood Education (PAUD)

Early childhood education (PAUD) is the first formal educational environment that specifically encourages growth and development, including spiritual, cognitive, physical-

¹²Rila Zikria, "Utilizing Coming Strips To Enhance Students' Writing Narrative Skill," *Journal of Education Linguistics Literature and Language Teaching* 16, no1615: 29, <https://ejurnalunsam.id>.

¹³ Dwi Haryanti, *Early Literacy*, 9.

motor, social-emotional, linguistic and creative aspects. Social-emotional aspects require additional focus because both children and adults are social creatures who depend on others.¹⁴

Indicators of social development include effective cooperation, healthy competition, everyone's readiness to contribute, interest in being accepted by the environment, sympathy, empathy, trustworthiness, friendship, desire, benefits for others, imitation, and effective attachment behavior.

RESEARCH METHODS

1. Types of Research

This research uses qualitative research methods because data regarding strategies for improving early childhood literacy skills requires a lot of qualitative data. Descriptive qualitative research is describing events in the field using data collection techniques in the form of observation, interviews and documentation. The characteristics of this research lead to a symptom that occurs in a real/natural way. The events that took place in the field revealed the true conditions and realities, during the research taking place at the Ar Rahman Benteng Preschool, Sungai Batang District, Indragiri Hilir Regency, Riau Province regarding strategies for improving the early literacy skills of young children. This research was conducted to get an idea of strategies for improving the initial literacy skills of young children.

2. Data Types and Sources

The data source in this research is PAUD children Ar Rahman Benteng, Sungai Batang District, Indragiri Ilir Regency, which is the subject of research. Ar Rahman Benteng PAUD, teacher and staff data, student conditions, and school administrator data were included in this research. Determining the subject based on objectives is carried out to increase the usefulness of the information obtained and the subject is small. Researchers choose subjects who have knowledge and information about the phenomenon being studied.

In choosing research subjects, as initial information, researchers refer to Spradley's opinion as quoted by Sugiono, that the subjects chosen are:

- 1) Those who master or understand the problem being studied.
- 2) Those who are currently involved or involved in the activities being researched.
- 3) Those who have sufficient time to ask for information.
- 4) They which does not tend to convey information on the results of its own packaging.
- 5) Those who are initially relatively unfamiliar with research make it exciting to be used as teachers and parents as resource persons.

So it was determined that the respondents in this study were teachers at PAUD Ar-Rahman Benteng, students in group B aged 5-6 years and the principal were used as additional informants. This is done to adjust information or data obtained through interviews with data obtained through interviews with data obtained through observation through triangulation techniques so that the information data reaches the saturation point.

Data Collection Techniques

Researchers use various techniques to collect information in the field, including observation, interviews, and documentation.

¹⁴Ahmad Susanto, *Early Childhood Education (concepts and theories)*, (Jakarta, Bumi Aksara 2018), p.16

3. Observation

Creswel defines observation as an important tool for collecting data in qualitative research. Observe every event that takes place and record it as long as the event occurs, and record it for scientific purposes.

- a) Researchers went to the research location to carry out direct observations of research related to teacher strategies in developing early childhood literacy. The following are observation data collection instruments: Observing the situation and conditions of strategies in improving early childhood literacy skills at Ar Rahman Benteng Preschool, Sungai Batang District, Indragiri Hilir Regency, Riau Province
- b) Observing activities related to early childhood literacy at the Ar Rahman Benteng Preschool, Sungai Batang District, Indragiri Hilir Regency, Riau Province
- c) Observing the learning situation and conditions related to the research focus at Ar Rahman Benteng Preschool, Sungai Batang District, Indragiri Hilir Regency, Riau Province

4. Interview

Esterbrg stated various types of interviews 1) structured interviews, 2) semi-structured, 3) unstructured. ¹⁵Structured and unstructured interviews are two interview formats used by researchers. Data collection was carried out through structured interviews, where data collectors created research tools in the form of questions regarding the research carried out. Data collectors can use materials that can make interviews easier, such as tape recorders, photos, brochures, and other tools, when conducting interviews. Unstructured interviews, on the other hand, are open-ended interviews in which the researcher does not follow established interview standards thoroughly and systematically for data collection. Because researchers do not know exactly what data will be collected in unstructured interviews, researchers pay more attention and listen to what respondents tell them. In this way, researchers can be asked more questions with a directed purpose. a) Interview with the teacher regarding the strategies used by teachers in developing early childhood literacy using recording devices and question sheet books at the Ar Rahman Benteng Preschool, Sungai Batang District, Indragiri Hilir Regency, Riau Province. b) Interview with the school principal regarding teacher strategies in developing early childhood literacy in Paid Ar Rahman Benteng, Sungai Batang District, Indragiri Hilir Regency, Riau Province. c) Interview regarding the strategies used by teachers in developing early childhood literacy at the Ar Rahman Benteng Preschool, Sungai Batang District, Indragiri Hilir Regency, Riau Province. d) Interview regarding early childhood literacy at Ar Rahman Benteng Preschool, Sungai Batang District, Indragiri Hilir Regency, Riau Province.

5. Documentation

Documentation in the form of data on events that have passed. Documents can be in the form of words, images, or colossal works created by an individual. written documents, such as journals, life experiences, biographies, rules, and policies. images used as documentation, including sketches, still life drawings, and photographs. In qualitative research, document study is a complement to the use of observation and interview techniques. ¹⁶

Information that will be collected using this documentation technique includes data a) Historical and Geography of Paud Ar Rahman Benteng, Sungai Batang District, Indragiri Hilir Regency, Riau Province, Organizational Structure of Paud Ar Rahman Benteng, Sungai Batang District, Indragiri Hilir Regency, Riau Province, Condition of Teachers and Students at Paud Ar Rahman Benteng, Sungai Batang District, Indragiri Hilir Regency, Riau Province,

¹⁵Sugiyono, *Research Methods*, 233.

¹⁶ Sugiyono , *Qualitative Research Methods*, 240 .

Facilities and Infrastructure for Ar Rahman Benteng Preschool, Sungai Batang District, Indragiri Hilir Regency, Riau Province.

Data analysis technique

Data analysis techniques are an effort to process data into information, so that the attributes and properties of the data can effectively answer the problem formulation.¹⁷ Analysis techniques are activities that systematically organize data obtained through interviews, field notes, documentation so that it is easy to understand.

The analysis used in this research is analysis according to Miles and Huberman, namely that activities in qualitative data analysis continue non-stop until finally the data obtained is maximal and saturated with activity. The data analysis model runs or flows (Flow model analysis) as proposed by Miles and Huberman. The analysis consists of 4 activities in data analysis, namely data collection, data reduction, data display, and verification/drawing conclusions.

RESULTS AND DISCUSSION

Early childhood literacy skills at Ar Rahman Benteng Preschool, Sungai Batang District, Indraguri Hilir Regency, Riau Province are:

- 1. Reading literacy.** To improve children's reading literacy skills, teachers use singing activities and songs about letters together, children enthusiastically sing along and imitate letter movements like songs.
- 2. Writing Literacy.** The teacher tries to carry out writing activities using movement and songs. The teacher provides tables for the children to sit then prepares clothes buttons on the children's benches, where the clothes buttons are used to arrange into letters according to the movements and songs being sung *"the one that looks like a triangle is the letter A, the one like the number I is the letter I, which is like a swing it's the letter U, three fingers to the side is the letter E, like a ball it's the letter O so it's all A, I, U, E, O"*. for example, "Like a triangle, that's the letter A." Then the child takes several clothes buttons to arrange them in the same triangle shape as the letter A, and so on.

The strategy for increasing Early Childhood Literacy skills at Ar Rahman Benteng Preschool, Sungai Batang District, Indraguri Hilir Regency, Riau Province is:

First, the teacher explains the learning objectives to be achieved

- a. The teacher explains the learning objectives to be achieved. Before carrying out learning activities, the teacher first plans what activities will be carried out so that there is no confusion about carrying out learning activities such as making lesson plans and the learning activities are carried out without placing too much of a burden on the children because they are also adjusted to their abilities and development indicators, but we always provide assistance to the children so that they understand learning.
- b. Teachers build a pleasant learning environment. Before learning, teachers must first build children's interest and enthusiasm. Teachers create a pleasant learning environment without pressure, so that children can be actively involved and achieve learning goals optimally. To build a pleasant learning environment for reading and writing, we use picture books, because in picture books children will directly see the pictures in the book to build their imagination and explain the contents of the picture book. Learning activities like this make children happy so that these activities build children's interest in learning. Picture book media contains vocabulary which can increase children's reading and writing literacy.

¹⁷Agung Widhi Kurniawan and Zarah Puspitaningstyas, *Quantitative Research Methods* (Jakarta: Pandiva Buku, 2016), 102.

- c. Using interesting learning presentations . The teacher prepares educational games related to letter recognition, reading and writing activities. The teacher provides an explanation regarding the types of APE used, such as puzzles, picture story books, and picture cards. The teacher also carries out activities to introduce letters to children from the letters contained in their own names, such as the teacher dictating the letters and the children writing the letters on the blackboard.
- d. Give awards to students for their success. Teachers give awards or rewards to their students in order to appreciate the achievements their students have achieved. Awards are an interesting thing for children, giving awards that are in accordance with something the child likes and makes them more enthusiastic about learning, such as giving stars, giving praise and applause, giving gifts and giving something the child likes.
- e. Obstacles in improving early childhood literacy skills in PAUD Ar Rahman Benteng, Sungai Batang District, Indragiri Ilir Regency, Jambi Province.
- f. Lack of literacy tools and media at Ar Rahman Benteng Preschool. Tools and media are one of the factors that support the success of teaching and learning activities. The findings from observations conducted at Paud Ar Rahman Benteng, researchers found that there is still a lack of tools and media that support early literacy, this can be seen from the lack of provision of learning tools that support literacy activities, such as the lack of letter posters that reflect the class. *whole language* literacy , lack of wall stickers, letter puzzles, picture books, reading corners and other literacy games.
- g. Lack of parental support. At Ar Rahman Paud, parents do not support the literacy learning strategies carried out by teachers at school, parents hand over all their children's education to teachers at school.

CONCLUSION

1. The early literacy skills of young children at the Ar Rahman Benteng Primary School are quite good, it can be seen that when in literacy learning activities with movement and songs the children are able to read and write letter symbols that match the songs, the children are able to imitate writing the letters modeled by the teacher and are enthusiastic in the activity. literacy.
2. The teacher's strategy in increasing early childhood literacy at the Ar Rahman Benteng Preschool includes, a) the teacher clarifies the learning objectives to be achieved, namely learning, b) the teacher builds a pleasant learning environment, namely through storytelling, singing and educational games. c) the teacher presents interesting learning, d) gives awards to students. Giving praise, flattery, applause, and giving quizzes to students who can answer can go home first.
3. Obstacles in improving the early literacy skills of young children at the Ar Rahman Benteng Preschool are that the media and learning tools that support literacy activities are still minimal, and there is a lack of letter posters on the walls that reflect literacy classes.

BIBLIOGRAPHY

- Agung Widhi Kurniawan and Zarah Puspitaningstiyas, *Quantitative Research Methods* Jakarta: Pandiva Buku, 2016.
- Al-Tabany, Trianto Ibn Badr. *Thematic Learning Development Design for Early Age Children Kindergarten/RA & Early Grade Children SD/MI Implementation of the 2013 Curriculum*. Jakarta: Prenadamedia Group, 2015.
- Angraini Diah Retno, "Early Literacy in Early Childhood from the Perspective of Parents and Teachers," *As-Sibayan Journal Early Childhood Education Journal* 7, No 2 (December 2022): 222, <https://doi.org/10.20221122>.
- Aswan Zain, Syaiful Bahri. *Teaching and Learning Strategies*. Jakarta: Rineka Cipta, 2013.

- Ayi Olim, "Literacy Education for Early Childhood" *AKRAB Journal*, 1 no. March 1, 2010.
- Aziz Safrudin. *Early Childhood Active Learning Strategies*. Yogyakarta: Kalimedia, 2017.
- Azizah, Nurul Fadlilah, "Strategy to Revitalize Early Childhood Learning Motivation During the Covid Pandemic Through Publications," *Obsessive Journal: Journal of Early Childhood Education* 5, no.1 (June 2020): 376, <https://doi.org/10.31004/obsession.v5i1>.
- Chalish, M. *Competency Based Learning Strategies* (Jakarta: PT Bumi Aksara, 2013), 124.
- Delita Gustriani, Rinja Efendi. *Classroom Management in Elementary Schools*. Pasuruan: CV Qiara Media, 2020.
- Department of National Education, Law Number 20 of 2003, concerning the National Education System Jakarta: Ministry of National Education, 2013.
- Dewi Safitri, *Becomes a Professional Teacher*. Riau: PT Indragiri Dot Com, 2019. https://www.Menjadi_Guru_Profesional
- Fahmi et al., "Teacher Strategy for Introducing Basic Literacy Concepts in PAUD as Preparation for Entering Elementary/MI," *Obsession Journal: Journal of Early Childhood Education* 5, no. 1 (2021):2, [Doi.strategiteacherintroducingbasicliteracyconcepts.pdf](https://doi.org/10.31004/obsession.v5i1).
- Rakimahwati et al., "Making Picture Finger Puppets to Improve Early Childhood Reading Ability in V Koto Kampung District in Padang Pariaman Regency," *Journal of Early Childhood Education* 2, no.2 (2018): 5, <https://core.ac.uk>
- Elsa Ray "Why Visual Thinking is Important," accessed May 25 2018, www.kompasiana.com/elsaray.
- Evi Fatimatur Ali Mudlofir and Rusydiyah, *Innovative Learning Design from Theory to Practice* (Jakarta: Rajawali Pers, 2016).
- Fatrica Syafri, Sutra Awaited. "Teacher's Strategy for Improving Children's Indonesian Language Skills Using the Picture Story Method in Ra Amanah, Seluma Regency," *Al-fitrah Journal Journal of Early Childhood Education* 2, no. 2 (2019): 343-344. Doi 10.29300/alfitrah.v2i2.2533.
- Febriana, Rina. *Teacher Competency*. Jakarta: PT Bumi Aksara, 2019).
- Fikri, Aulinda, Imanda. "Instilling a Culture of Literacy in Early Childhood in the Digital Era." *Journal of Early Childhood Thought and Education*. No. 2 (2020): Doi 328758 - 6ed9b04d.
- Paradise Clarysya Cahya et al, "Factors that Influence Learning Motivation at SD Negeri Curung Kulon 2 Tangerang Regency," *Journal of Education and Social Sciences* 2, no.1 (April 2020): 45, <https://doi.org/10.36088/pensa.v2i1.774>
- Gabor Don, "How To Start Conversation And Make Friends," accessed February 5, 2022, www.Valoranews.Com/?Mod=Igagasan&Id=35.
- Gramedia Blok, Definition of Strategy and types, Objectives and Examples, accessed on 06 June 2023. <https://www.gramedia.com/literasi/pengertian-strategi/>
- Hamalik, Oemar. *Basics of Curriculum Development*. Bandung: PT. Rosdakarya Youth, 2007.
- Hamzah B. Uno and Nina Lamatenggo, *Teachers' Duties in Learning Aspects That Affect* Jakarta: Bumi Aksara, 2016.
- Hani Hanifah, "Students' Behavior and Characteristics Based on Learning Objectives," *Journal of Management and Educational Sciences* 2, no.1 (February 2020): 06, <https://stipn.ac.id/index.php/manazhim>
- Hapidin, Ai Listriani, and Tjipto Sumadi, "Literacy Abilities of Early Childhood 5-6 Years in the Application of the Spalding Method in Indonesian Quantum Kindergarten," *Obsession Journal: Journal of Early Childhood Education* 5, no. 1 (2021): 593,
- Haryanti Dwi, Tejaningrum, Dhiarti *Early Childhood Literacy*, Central Java: PT Nasya Expanding Management, 2018.

- Helmawati. *Educating Achieving Children Through 10 Intelligence*. Bandung: PT Teen Rosdakarya Offset, 2018.
- Hidayati, Sri. *Early Childhood Learning Strategies*. Surabaya: Cv. Kanaka Media, 2021. <https://doi.org/10.31004/obsessi.v5i1.680>
- Indrawati. *Widyaiswara Training Adjustment/Inpassing*. Jakarta: Lan RI Bakarti Bhaktinagari, 2016.
- Ministry of Religion of the Republic of Indonesia, Al-Qura'an Saku Al-Falah, Depok: PT Elfella, 2019.
- Khasanah, Developing Early Literacy Skills Through Playing Fishing Media for Group A Children at RA Syaamila Kids Ngaglik Ledok Margo Mulyo, Salatiga City, 2019/2020 Academic Year.
- Luh Putu Artini, Padamadewi Ni Nyoman. *Literacy in Schools*. Bandung: NilaCakra, 2018. www.google.co.id/books/edition/Literasi_di_Sekolah.
- Mastura Ika, Thesis: "Efforts of Islamic Religious Education Teachers to Develop Adolescent Self-Control at SMK Negeri 3 Bengkulu City" (Bengkulu: IAIN Bengkulu, 2018), 11.
- Moleong Lexy J, *Qualitative Research Methodology* (Bandung: PT Teen Rosdakarya, 2018).
- Muhammad Warif, "Classroom Teacher Strategy in Facing Students Who Are Lazy to Learn Class Teacher Strategy in Facing Lazy Students Learn" *Journal of Islamic Religious Education*, 4 no.1 (2019), 10. <https://Users/Acer/Downloads/2130-6367-1-PB.pdf>
- Mukhtar, Practical Methods of Qualitative Descriptive Research (Jakarta: GP Press Group, 2013).
- Mulyasa HE *PAUD Learning Strategies*. Bandung: Rosdakarya Youth, 2017.
- Mulyati, Yeti. *Elementary Indonesian Language Skills*. Pdgk4101/Modul 1, 13. www.Repository.Ut.Ac.Idpdgk4101-M1
- Nasrudin and Maryadi, "Management of Educational Facilities and Infrastructure in Elementary School Learning," *Journal of Educational Management* 13, no. 1 (January 2018).
- Nasution, Wahyudin, Nur. *Learning strategies*. Medan: Perdana Publishing, 2017.
- Niken Palupi Aprida. *Improving Literacy in Elementary Schools*. Madiun: CV Bayfa Indonesian Scholar, 2020.
- Nila et al, "Teacher Strategies in Introducing Children's Early Literacy during the Covid-19 era" *Potentia Scientific Journal* 7, no. 2 (2022), 4.
- Ninik, "Various Learning Styles" accessed on October 15 2019, <https://Bk.Smkn27jkt.Sch>
- Nurmadiyah. "Early Childhood Learning Strategies," *Al-akfar Journal Journal of Islamic Sciences and Civilization* 3, no. 1 (2015): 16. Doi.10.28944/afkar.v3i1.101.
- Pandji Anoraga, Business Management (Jakarta: Rineka Cipta, 2009), 339.
- Education Portal "Components of Learning Strategies" accessed on 10 October 2022, www.jejakpendidikan.com/2016/11/kompenen-strategipembelajaran.html.
- Ratnawilis. *Classroom Administration for Kindergarten Teachers*. Ponorogo: Uwais Inspiration for Indonesia, 2019).
- Rila Zikria, "Utilizing Coming Strips To Enhance Students' Writing Narrative Skill," *Journal of Educational Linguistics Literature and Language Teaching* 16, no1615: 29, <https://ejurnalunsam.id>
- Rita Kurnia, *Early Childhood Language* Yogyakarta: CV Budi Utama, 2019.
- S. Rahman Hibana. *Basic Concepts of Early Childhood Education*. Yogyakarta: PGTKI Press, 2018.
- Salim. *Educational Research, Research Methods, and Types*. Jakarta: Prenada Media Group, 2019.
- Sanjaya, Vienna. *Learning strategies*. Jakarta: Kencana Prenada MediaGroup, 2010.

- Sapriani, Nani, Siti " Early Childhood Literacy at Kindergarten Al Khansa Rengat" accessed on 18 September 2022, www.khansarengat.html.
- Sardiman, *Interaction and Teaching and Learning Motivation* (Jakarta: Rajawali Pers, 2011), 125.
- Siswanto, et al, "Early Childhood Learning Methods in a Superior and Successful Generation" *Paramurobi Journal* 2, no. 2 (July-December 2019), 5. [https:// text-2599-1-10-20200624.pdf](https://text-2599-1-10-20200624.pdf)
- Siti Nur Hamidah, Thesis: "The Role of Islamic Religious Education Teachers in Overcoming Student Indisciplinary Behavior at SMK Negeri 4 Semarang" (Semarang: UIN Walisongo, 2018), 14.
- Sri Anitah, *Indonesian Language Learning Strategy Pbin4301/Modul 1*. <https://pustaka.ut.ac.id/lib/wp-content/uploads/pdfmk/PBIN4301-M1.pdf>
- Subiyantoro, *Psycholinguistics, Theoretical Studies and Implementation* (Semarang: UNNES Press, 2013).
- Sugiyono, *Understanding Qualitative Research* Bandung: alfabeta, 2014.
- Sugiyono, *Qualitative Research Methods for Exploratory, Interpretive, Interactive and Constructive Research*. Bandung: Alfabeta, 2020.
- Sugiyono, *Qualitative, Quantitative, R&D Research Methods* (Bandung: ALFABETA CV, 2019).
- Susanto, Ahmad *Early childhood education* Jakarta: Bumi Aksara, 2017.
- Umi Arso et al., "Improving Children's Cognitive Intelligence Through Literacy Management," *Journal of Observation: Journal of Early Childhood Education*, no. 3 (2022): 1590, <https://obsesi.or.id/index.php/obsesi/article/view/1817/0>
- Unicef For Every Child, "Literacy Development for Children Aged 5-6 Years" Accessed 04 June 2023, <https://www.paudpedia.kemendikbud.go.id>
- Wayan, Ni Risna, Dewi, Ni Luh, Ika Windayani. *Theory and Application of Early Childhood Education*. Aceh: 2021. [www.books/edition/Theories and applications of early childhood education](http://www.books/edition/Theories%20and%20applications%20of%20early%20childhood%20education)
- Whitehead, *Children's Early Literacy* (London: SAGE Publications Company, 2004).