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by Pascasarjana PSUB Turnitin

Submission date: 23-Apr-2025 01:32AM (UTC-0700)

Submission ID: 2654412281

File name: JURNAL_PENDIDIKAN_USIA_DINI_TEMPLATE_3_1_.docx (85.3K)

Word count: 9722

Character count: 55807



Evaluation of Early Childhood Literacy Strengthening Strategy in Sub-district The Land of the Rising Sun Regency Cilacap

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Abstract: This study aims to evaluate literacy strengthening strategies in Early Childhood Education (ECE) using the CIPPO (Context, Input, Process, Product, Output) model approach. The focus of the research is to analyze the effectiveness of the strategy implementation in creating a learning environment that supports children's literacy development. This research used a qualitative descriptive method. The research subjects consisted of principals and teachers from two PAUD institutions in Kawanganten sub-district, Cilacap district, namely SBB Bustan El Firdaus and SBB Kartini 01. Data collection techniques include semi-structured interviews, direct observation of learning activities and documentation of activities. Data were analyzed using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing and verification. Data triangulation was conducted to ensure the validity of the results. The results showed that the literacy reinforcement strategy was well implemented. PAUD institutions are able to create a text-rich, social-emotionally supportive environment and a conducive academic environment. However, there are two input aspects related to human resources and one output aspect that still need improvement, especially in involving the home and community as part of the literacy ecosystem. The implications of this study suggest that the success of literacy programs in early childhood education depends not only on classroom strategies but also on the active involvement of parents and communities. The findings can serve as a basis for developing more holistic education policies and practices in the future.

HISTORY Article

Shipping xxxx
Accepted xxxx
Accepted xxxx

KEYWORDS

Strategy Evaluation,
Literacy Strengthening , PAUD,
Early

<https://doi.org/10.21009/JPUD/xx>

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1. Introduction

Early childhood literacy education is a strategic issue in human resource development. The challenge of low reading interest and quality of basic skills of children in Indonesia is a problem that requires a comprehensive approach. Literacy strengthening programs at the PAUD level have been widely initiated, but not all programs have run effectively and in accordance with the needs of students. Most previous studies have focused more on the technical implementation of literacy activities, while comprehensive evaluation of the strategies used is still limited. In addition, studies that combine context analysis to program outputs in one integrated evaluation framework are still rarely found in the literature.

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Early Childhood Literacy Assessment is the process of evaluating programs or activities to improve children's literacy skills in early childhood education (PAUD) environments. Evaluation includes data collection, observation, and data analysis to evaluate the context, input, process, and product of PAUD literacy programs. Mahmudi, (2011) Evaluation is conducted to determine whether the PAUD literacy program has achieved the expected goals and to determine the improvement strategies needed to improve the PAUD literacy program in the future. PAUD literacy strategies include developing early childhood literacy skills through learning methods and techniques that ensure the achievement of learning goals. The right approach and play while learning early childhood can begin to acquire the basics of reading, writing, and arithmetic skills (Munawar et al., 2023; Robiah et al., 2023).

The low reading culture in Indonesia is a problem that has long troubled us, the cause is the lack of public awareness of the importance of literacy culture amidst the rapid flow of globalization (Prasetya et al., 2022). UNESCO stated that Indonesia's ranking from the bottom in terms of literacy rates in the world can be seen from the reading interest of its people which is only 0.001%, which means that only 1 in 1,000 people like to read. The results of the mapping from the research and policy center of the Ministry of Education and Culture carried out mapping index Alibaca 2018, habits reading access in families, communities, and educational units, libraries, and reading parks is still low. The skills of teachers and education personnel are one of the influences on students' literacy skills, for this reason, it is necessary to emphasize the facilitator, namely making school principals, teachers and education personnel the main priority of the school literacy movement Dewayani et al., (2021), in 2019 the government launched the National Parents Reading Movement (Ghermas Baku) to involving parents and PAUD institutions in order to increase ability literacy child since early (Afnida & Suparno, 2020).

Literacy is a basic skill that must be possessed from an early age. Zati, (2018), the most important learning ability because it has an impact on skills in other fields of science. Novitasari, (2019), is known with write, able to read and write / have knowledge. Literacy skills include the skills of applying mathematical concepts in everyday life. Literacy is integrated with listening, speaking, writing, reading, and critical thinking (Alramamneh et al., 2023; Marwiyati & Hidayatulloh, 2018). Reading skills are a person's ability to read, understand, and interpret written words (Mahsun & Koiriyah, 2019). There are three activities in honing reading skills, including recording, decoding, and interpreting (Harianto, 2020). Recording refers to words and sentences, decoding relates to the process of translating graphic arrangements into words, and interpreting is the process of understanding meaning that takes place through levels of understanding interpretation, creativity, and evaluation (Riyanti, 2021). Reading serves as a key to accessing various knowledge, information, and daily instructions that have a major impact on life, reading and writing skills are very important for students, by acquiring reading and writing skills students feel safe in living their lives, improving their quality of life, and easier to access knowledge and information, especially participating in social interactions, improving social status, students' reading and writing skills can be seen based on their writing skills. Reading and writing skills can be done by painting, telling stories, counting, and reviewing (Arsa et al., 2019), literacy is not just reading, writing, and counting, but includes all aspects of human life (Kemdikbud, 2019).

The study conducted as a reference in this research by Hidayah & Widodo, (2020) stated that although movement literacy school (GLS) already encouraged, but Still Lots problems and negligence information related culture literacy in schools, both from stakeholders policy school and teachers. The results of the study (Anisa Fitri, 2023) explain that (1) the context of the GLS program is quite good, (2) the input of the GLS program is appropriate but the facilities and infrastructure

are inadequate. (3) the implementation of the GLS policy is optimal, but there are obstacles from teachers, namely that services are not optimal for students, and input and processes are not appropriate due to changes. learning consequence pandemic, (4) products in accordance with targets, interest in reading and achievements of joint work that are relevant to the objectives of the GLS program. The study (Robiah et al., 2023) summarizes research on context components, 4 aspects the measurement is in the sufficient category. Reading and writing activities at Character Elementary School Cimanggis has successful and can be continued with adjustments to two elements, namely the input element in the human resources aspect, and the process element in implementing the reading and writing literacy program.

This study aims to evaluate the PAUD literacy strengthening strategy in order to determine the success of PAUD literacy strengthening implemented in schools. The method used in the assessment is the CIPPO model (Context, Input, Process, Product, and Output) designed by Stufflebeam (1987). Assessment is a sequential and continuous procedure in collecting, explaining, interpreting, and conveying program explanations as material for decision making, formulating rules, and developing strategies in the future. Meanwhile, Chen Argues that assessment is an activity of collecting real data and background information in a structured manner to answer questions about what, who, and how, if, and factors that will help evaluate the planning, implementation, and success of the program.

The problem formulation in this study includes: how to develop a text-rich environment in schools, how to develop a text-rich environment, how to develop a social-emotional environment, and how to strengthen the academic environment.

The benefits obtained from this study include providing a better understanding of the effectiveness of literacy programs implemented in PAUD environments, becoming a basis for formulating better policies in strengthening PAUD literacy so that it can improve the quality of early childhood education, providing insight into effective learning strategies, contributing to improving early literacy in early childhood which is an important foundation in developing their education.

2 Method

This study uses a qualitative approach with an evaluative design based on the CIPPO model (Context, Input, Process, Product, Output) developed by Stufflebeam. This model was chosen to systematically and comprehensively examine the effectiveness of literacy strengthening strategies in PAUD institutions. The research sample consisted of principals and teachers at two PAUD institutions in the District Kawunganten, Regency Cilacap, namely SBB Bustan El Firdaus and SBB Kartini 01. The number of participants actively involved in this study was six teachers and two principals.

The instruments used included semi-structured interview guides, observation sheets for learning activities, and visual and administrative documentation from each institution. The research procedure began with preliminary observations, then in-depth interviews, followed by the collection of supporting documents. This entire process lasted for three months. Data were analyzed using the interactive analysis technique of the Miles and Huberman model which includes: (1) data reduction, (2) data presentation, and (3) drawing and verifying conclusions. Data validity was guaranteed through triangulation of sources, techniques, and time.

This study also pays attention to the ethical aspects of research. All participants have given their consent to participate voluntarily after receiving a full explanation of the purpose, procedures, and their rights, including the freedom to withdraw at any time without negative consequences.

CIPPO Assessment Tool Chart for Early Childhood Education Reading and Writing Strengthening Strategies at SBB Bustan El Firdaus and SBB Kartini 01

<i>Component</i>	<i>Evaluation Aspects</i>	<i>Indicator</i>
<i>context</i>	<i>Environment</i>	<i>Literacy support chart</i> <i>Student writing display</i> <i>Class reading corner/reading corner</i> <i>Creating a comfortable and calm space</i>
<i>Input</i>	<i>Source</i>	<i>Functional chart for classroom communication</i> <i>Making writing/labels on objects in the classroom and school environment</i> <i>Filtering children's reading books that are appropriate for their age</i>
<i>process</i>	<i>Activities and strategies</i>	<i>Making work materials for teachers and students</i> <i>Setting up a reading corner in the classroom</i> <i>Materials for reading corner</i> <i>Teacher strategies in combining various texts to improve children's literacy in educational institutions</i> <i>Encourage children's independence</i> <i>Children's speaking skills</i> <i>Teacher strategies in attracting children's interest in listening</i> <i>Teacher strategies in fostering children's interest in reading</i> <i>Teacher strategies in teaching children to write</i> <i>Teacher strategies in creating a positive social environment</i> <i>Teacher strategies in creating a positive affective environment</i> <i>Principles of strengthening the academic environment</i> <i>Strategies for strengthening the academic environment</i> <i>Intracurricular activities</i>

		<i>Co-curricular activities in the form of projects</i>
		<i>Training and mentoring for teachers</i>
<i>product</i>	<i>Learning process</i>	<i>Assessment to strengthen a literate academic environment</i>
		<i>Cognitive and non-cognitive diagnostic assessments</i>
		<i>Formative and summative assessment</i>
<i>results</i>	<i>The final result</i>	<i>Strengthening homes and communities as literacy ecosystems</i>

This table provides a clear overview of the components evaluated in this study, as well as the indicators used to assess the effectiveness of literacy strengthening strategies in PAUD.

Results

SBB Bustan El Firdaus and SBB Kartini 01 District The Land of the Rising Sun integrated with Yayasan Pusaka Indonesia (YPI), the syllabus used by SBB Bustan El Firdaus and SBB Kartini 01 refers to the National Syllabus parameters using the reference of "Character-Based Holistic Education" which is integrated and comprehensive learning about aspects of children's needs. Character-Based Holistic Learning focuses on forming students who are intelligent, innovative, and critical thinkers.

The PAUD literacy strengthening strategy is a supporting program for PHBK, and is an implementation of the school literacy movement (GLS) established by the Ministry of Education and Culture in accordance with the regulation of the Minister of Education and Culture No. 23 of 2015 concerning character. The PAUD literacy strengthening strategy aims to develop students' literacy skills in PAUD. Literacy strengthening in PAUD is carried out in a structured and scheduled manner every week, activities carried out include morning journals, pillar flows and reading books before going home from school.

Results of interviews with the principal and teachers of PAUD Bustan El Firdaus and SBB Kartini 01 District The Land of the Rising Sun Regency Cilacap are as follows:

For the context components of environmental indicators related to literacy support graphics, the results of interviews with teachers and principals of SBB Bustan El Firdaus and SBB Kartini 01 are as follows:

"For activities that develop high literacy in PAUD, there are already literacy supporting graphics such as examples of child condition graphs, then child condition tables, student data and also teacher data tables that we display in PAUD."

"Alhamdulillah, in our class, there is a pillar display, there is a theme display, there is already writing there, our pillar this month is our theme this month, then like eh the arrangement of the letters of the alphabet from az, there is a picture of an apple, then there is writing about an apple, then there are numbers too, eh the fruit is one, the number is 1, then there is the word one like that, then for eh the colors are also there, colorful like that, thank you"

The results of the interview on the content components of environmental indicators related to the place to display students' written work. The results of the interview with the principal and teachers of SBB Bustan El Firdaus and SBB Kartini 01 are as follows:

"Yes, ma'am, in our class we have it, we don't display the students' work, but my work, well, children, no matter how good it is, we appreciate it so that the children are proud of their work, and for example in art activities, children are taught to paint, what is stimulated, what's their name,

what's the date, what day is this picture, later when it's finished it's displayed somewhere, what's the banner that displays the children's work like that ma'am"

"Oh, there are kids who usually stick their work on the wall. The place that has been provided is like a clamp and then hung by the child so that the results of his work are already in that place"

Put components of resource indicators related to functional charts for classroom communication
The results of interviews with teachers and principals of SBB Bustan El Firdaus and SBB Kartini 01 are as follows:

"As for the functional chart itself, which is in "We make classes like there are names of days in a week to introduce literacy, also introduce days, then there are names, months in a year, then there are numbers, the numbers of the months later there the child can see replaced with days, dates, months, then there is an alphabet or letter chart with its pictures, then there are also numbers and also the number of pictures of the numbers, for example the number one means for example a picture of the sun one, then if the alphabet chart for example has the letter a then there is a picture of a chicken or an apple, while for the color chart, besides the colors we also write the colors below, for example yellow, white, green and blue"

"For the functional chart, there is also something like this that we have, namely the children's schedule to lead the line and then the schedule to lead the prayer, we also have a class agreement, a class agreement that we have agreed to with the children so that later when we make the agreement there are three, namely being a good listener, then loving friends and then being orderly when there are children who are not orderly we immediately remind them according to the chart that has been posted on agreed wall, thank you"

The results of interviews with teachers at SBB Bustan El Firdaus and SBB Kartini 01 regarding the input components of resource indicators related to the creation of writing/labeling of objects in the classroom and school environment are as follows:

"That's why we foster an interest in reading in children from an early age. Mom, so... "In the PAUD environment, we give labels or names, for example tables, chairs, bags, children and also photos because children who cannot spell their names can see the pictures, so all objects in the class we give names, so not only stationary but also class displays we give names."

"Yes, of course we label everything from the outside, then things like doors, windows, tables, blackboards, we label everything."

For the process components related to the joint creation of text teaching materials, the results of interviews with teachers at SBB Bustan El Firdaus and SBB Kartini 01 are as follows:

"As for the work material on texts with children, we are there. That morning there was a morning news activity, the teacher delivered the morning news, then the students responded to it. Well, besides the morning news, there was also a morning journal activity. Well, in this morning journal activity, students were free to draw their ideas. After drawing, students tell what picture they have made. So, when students can write it themselves, then the students write it themselves, but when students can't, then the teacher helps to write it, for example Monday, Monday, May 21, 2024, then the teacher writes it first. Then the first picture, for example a picture of a house, the teacher also writes a new house, then the child writes it. below or if the child already knows how, usually ask the teacher for help by saying, "Mom, what does the letter R look like?" Well, in "We already have text work materials that are rich in letters, so teachers just need to show them, for example, the letter R is like this, then for M the letter is AH, so later the children will also write it themselves, sometimes the teacher writes it first, then the children below, like that, right, Ma'am."

"Yes, together, like in a journal, the children draw and together we write down what the child draws."

The results of the process component interviews related to the arrangement of reading corners in the classroom with teachers and principals of SBB Bustan El Firdaus and SBB Kartini 01 are as follows:

"Eh, for the reading corner itself, we do provide it for children according to their age level. For the books, there are also codes, color codes for, for example, children aged 3 years, the pictures are bigger and the writing is only one word, while for ages s... "Their age is higher, like 5-6 years, so there is more writing in the reading."

"There is, Ma'am, there is, Ma'am, there is a reading corner, we usually use this as a reading corner, well, the point is the same, a reading corner."

Interview results on the product components of learning process indicators related assessment For strengthen environment academic literate together head SBB Bustan El Firdaus and SBB Kartini 01 schools are as follows:

"For self-assessment, student assessment of literacy, we have our own TP TP, we also base it on regulations from the Ministry of Education and Culture, it must be, when we do the assessment it must be valid so it is truly valid, indeed the results of the child's assessment, it is authentic, then reliable means consistent and can be trusted because we are responsible when doing the assessment, later we will convey it to the parents and there must be accountability that is truly authentic, that is the assessment of our students while studying at PAUD Bustan El Firdaus. In addition to being reliable, there is also fairness, it does not harm students, so it is not a story made up by the teacher but the students have really reached this point in their literacy development, then for the fourth there is flexibility according to the conditions and needs of students because every child is different, especially now our independent curriculum uses assessment, indeed every child is different according to their talents and interests, then authenticity describes the actual achievements of students so it is really a fact on the ground, my students have reached the point This is how far the literacy development is, then the sixth is integrated, so when we do an assessment it must also be integrated with the development that we do in class."

"For the assessment, we still adhere to the principle that the most important thing is that it is valid in providing a picture of student competency, then it is in accordance with reality, yes, as it is, not made up by the teacher, then we also provide, fill in the assessment fairly, so it does not differentiate between whose child, whose child, then it is adjusted to the conditions so it is flexible according to the needs of the students and the most important thing is authentic, yes, according to the original, we do not engineer it, then it is also integrated so it is not integrated with all activities."

Component interview results product indicator assessment diagnostic cognitive and non-cognitive with SBB Bustan El Firdaus teacher and SBB Kartini 01 principal are as follows:

"Well, for the non-cognitive diagnostic assessment itself, we map the child's emotional condition, the child's psyche so that we can provide the right treatment because emotional conditions greatly affect the child's learning condition, while for cognitive assessment, we identify learning achievements so that teachers can determine, can determine the learning objectives that need to be conveyed so that children can achieve the target according to what has been determined by the teacher."

"For non-cognitive diagnostic assessments, we focus more on the child's social psychology, so the child's background is different, so the treatment is also different. There are children who have been able to control their emotions when angry since early on, there are children who have been able to control their emotions when angry, there are those who really need to be accompanied so that their anger can be controlled, that is non-cognitive. For cognitive assessments, teachers can map which students have reached the standard or not, later accompanied by the teacher, yes, ma'am."

The results of the outcome component interviews related to indicators for strengthening homes and communities as a literacy ecological system with SBB Bustan El Firdaus teachers and the principal of SBB Kartini 01 are as follows:

"Eh, it's also good if it's strengthened in the home environment, of course. At the beginning of the year, we have agreed with the parents when we held an early year meeting that parents are our partners in educating children, so we cannot, uh, hand over all educational responsibility to the school, but indeed most of the time is spent at home, so we do... There is school trust, if the one above is class trust, but this one is together with the school community, we form school trust where the programs that we implement to improve the quality of children's learning, parents are required to accompany, so it's not just me who sends my child to school, I leave it to them. Not to the teachers and the school, but how parents take part or participate in every activity carried out by the institution, for example literacy activities where parents read books to children, so parents read story books and we create an activity, usually there is. May is the month of storytelling, parents tell stories to their children"

"For reinforcement at home and in the community, it is more like what we said earlier, Ma'am, so when the new school year starts, we socialize the reading introduction model, we do it like this at school, all objects in the school are labeled, so at home, we also ask for cooperation from parents like that, then eh, the community that is close to us, right, we have a mosque next to us, eh, in the bathroom we provide literacy about toilet etiquette, the mosque management also asks for permission to stick it in the mosque bathroom, so our environment eh makes children's literacy skills grow like that."

Discussion

Based on data analysis through questions and answers, observations, and notes, the author is able to explain each of the following components:

Context, (context)

The components evaluated include: 1) literacy support charts, 2) Display of student writing results, 3) Reading corner/class reading corner, 4) Creating a comfortable and safe space. According to The God et al., 2021, the PAUD literacy validation plan, namely increasing reading-rich areas, is an important part of developing environmental culture in schools. Reading-rich areas provide many opportunities for students to develop literacy skills. In line with Syafe'i & Azzahra, (2023) one of plan confirmation literacy in PAUD is increasing reading rich areas in institutions related with existence chart wall - mounted text - rich support class and environment school. Saryono et al., (2017) developed means Supporter For support environment literate like posting positive words in the classroom and hallway. The strategy for strengthening PAUD literacy at SBB Bustan El Firdaus and SBB Kartini 01 has followed the guidelines for strengthening literacy and numeracy in schools. Referring to the assessment standards using targets for implementing PAUD literacy strengthening strategies at SBB Bustan El Firdaus and SBB Kartini 01 Kawunganten, there are similarity of gap between research results and established benchmarks.

The conclusion of the study proves that the strategy for strengthening PAUD literacy at SBB Bustan El Firdaus and SBB Kartini 01 Kawunganten related indicator the environment is truly in accordance with the needs of first-level learners in terms of literacy. This condition is also very much in accordance with the guidelines for strengthening literacy and numeracy in institutions and have a clear basis for literacy strengthening strategies in PAUD.

Input Evaluation.

Input assessment elements, this research study shows that the functional chart for class communication already has a daily schedule, class duty arrangements, class regulations, morning words and student attendance formats used by teachers in monitoring and managing class communication to be more effective and the learning process to be of higher quality. According to Azizah, (2016) the functional chart for class communication already has a daily schedule, class duty arrangements, class regulations, morning words and student attendance formats used by teachers in monitoring and managing class communication to be more effective and the learning process to be of higher quality. functional in school can implemented with method posted in class as means communication between child with teacher for solve problem life every day and absorb information (Sitorus et al., 2022).

In terms of making writing/labels on objects in the classroom and school environment, it has been done and all objects in the classroom and school environment have been labeled/written. Widyastuti, (2018) writing or labels available in the environment can provide stimulation to children in reading and writing activities carried out through play so that children voluntarily read aloud the writing or labels around them Meha & Roshonah, (2014) writing or labels in the environment class or school can give stimulation and linking child between concepts and the symbols that represent them in activity study it.

In filtering children's reading books that are appropriate for their age, this has been done by teachers, book filtering is done using the color code on the book. Curriculum & Books, (2018) filtering book done based on form color and letters. Nugraha, (2020) censorship done with method to select customized books with age participant education and development psychological child.

Process Evaluation

Getting a positive response to the implementation of education, the seriousness of the implementation and habituation of literacy strengthening in institutions is carried out through daily habits, from the beginning of school until going home from school has become a routine and is channeled through character pillars both through book media and with children directly. By means of daily habits so that it will become a habit that is embedded in the child and forms the child's character.

In the creation of teaching materials for written texts between teachers and students, this is done during the morning journal which is done every day, children draw freely, after which the teacher communicates with the children, and the children are asked to tell their stories. What he drew Then child write what is drawn below the picture, for children who are able to write by themselves, but for children who are not yet able to write by themselves, the teacher will help them, by dictating the letters one by one, the child writes it or the teacher writes it by giving a mark (") before writing it, the mark is made to explain that the writing is the teacher's writing. The results of the study explain that the involvement of children in making text-rich teaching materials with teachers can foster a sense of ownership, even though the learning process and part of the development of learning independence. The active involvement of students in addition to teaching writing skills indirectly also creates meaningful and enjoyable learning for students. Wahyuni & Darsinah, (2023); Wasik & Hindman, (2011) skills write No only help child understand what he read but also important for understand teaching askills, skills child in identify letters and manipulate sound in the word will support *decoding*, creating work text is one of the strategies for increase literacy reading and writing in children age early.

In arranging a reading corner in the classroom, it can be done by placing it in the corner of the classroom or including it in children's learning, the reading corner can be used for safety corner activities, after the child has finished the core activities, the child can read a book, the books read are usually books that the child likes and have pictures that attract the child's attention, can be done individually or in groups, reading books is one way to strengthen PAUD literacy. The results of the study explain that this already exists in institutions, the reading corner in PAUD is not just a means of storing books, but is a strategy in increasing reading interest and literacy skills of PAUD children from an early age. Giri & Ngebruk, (2023); Kurniawan & Sutopo, (2021) corner read Enough effective in grow and encourage interest read student.

In preparing reading corner materials, attention must be paid to and adjusted to the age of the students, and must also attract the attention of students, so that students are easily attracted to the reading material in the reading corner. The results of the study explain that it has been implemented by institutions by providing interesting reading corner materials that are adjusted to age can be done to strengthen literacy in PAUD. In accordance with Artana, (2016); Luchiyanti & Rezanita, (2022) with use and provide material reading a book that is sufficient, interesting, and of good quality can increase strengthening Early Childhood Education Literacy.

The teacher's strategy in including various texts in improving children's literacy in institutions can be done by teachers using two languages or using the regional language where we live. The results of the study explain that in institutions it has been done and has been scheduled by the institution, they do it with bilingual reading book media and use regional languages which are scheduled once a week that is day Thursday. In line with opinion Laksana et al., (2021); Widiastuti et al., (2024) culture and wisdom local is very important For implemented with objective For grow a sense of love to culture area or local.

In encouraging children's independence, it can be done by habituating children which is done continuously and consistently, so that it becomes a habit for children and their environment, children's independence can be done by giving children responsibility such as after playing returning toys to their place, and returning them to the container used to store the items. The results of the study explained that in the institution, teachers had encouraged children's independence in every activity and were carried out through habituation and consistency Muttaqin et al., (2023) independence literacy formed in the environment school, teachers, and students. Delia Monika et al., (2024) approach literacy science in learning in a way significant help development child age early in increase attitude related Study independent.

In children's speaking skills, it can be done by getting used to it every day after going in and praying, children tell stories in the morning about what activities they have done, about their feelings today, during the morning journal after finishing drawing, children tell the results of their drawings in front of the teacher and their friends, children do singing activities. The results of the study explain that teachers have carried out activities to improve children's speaking skills, carried out through habits and routines Nurjanah & Anggraini, (2020) method tell a story can increase skills speak child. Sa'adah, (2024) there four methods that can used by teachers for increase skills speak that is telling stories, singing, watching movies and telling stories.

In the teacher's strategy to attract children's attention to listen, it is done by attracting children's attention to focus on the activities carried out by the teacher, for example by clapping, singing, reading class rules, heart exercises before entering the main activity, and when the child's activities are not yet focused, the teacher reminds them of the class rules that have been agreed upon when the agreement was first made. The results of the study explain that teachers have carried out all activities that can attract children's attention to focus on listening to the activities carried out by the teacher in the classroom. Widayati & Simatupang, (2019) with book media story simple activity tell a story can increase skills listen to children . Cusnaki & Syamsudin, (2022); Retyuningsih et al., (2023); Zubaidah, (2013) with game whip chain and blind ball can increase skills listen to child. Teachers' strategies in fostering children's interest in reading can be done by providing interesting reading sources for children, such as picture books that attract children's attention, getting into the habit of reading books every day, both character plots and other supporting story books, which are done 10-15 minutes before the child goes home.

Teacher strategies in teaching children to write for PAUD children can be done by writing with *sensory play*, namely training children to use media such as sand, flour, or using their fingers on different surfaces, this can make the writing experience more fun and interesting for early childhood who are still focused on playing, and fine motor activities such as drawing activities. The results of the study explain that the strategy of writing using sand, flour, or using fingers on different surfaces and fine motor activities, namely drawing, has been carried out in institutions. In line with the opinion of Purwanti & Watini, (2022) activities prewriting can done with sand and flour media, Pawitri, (2020) draws is one of alternative in teach child write.

Teachers' strategies in creating a positive affective environment are a crucial aspect in the early stages of learning in early childhood learning environments. The creation of an affective environment is carried out through collegial relationships between the principal, teachers, staff and also guardians, cooperation with guardians, two-way communication, accepting input and appreciate it, results study explains that institutions and teachers have created a positive affective environment. In line with Feriyanto, (2022); Muliantara & Suarni, (2022) the environment social emotional/social affective own close relationship and role main in accommodate improvement habit literacy in institutions and society done with using communication and interaction models for all component school.

In principle, strengthening the academic environment is adjusted to the development of children's literacy according to their age. Development of human resources from teachers, education personnel and cooperation between the principal, teachers, education personnel, education personnel, parents in improving the quality of student literacy development, encouragement from the principal for the climate of teacher performance in the complex in improving children's literacy, there is a special schedule for reading books 10-15 minutes before children go home. The results of the study explain that in the institution there is already cooperation from all aspects or school residents, and there is already a habit of reading books and it has been neatly scheduled, in the morning after praying the children have a character pillar flow every day, using character pillar book media and character pillar books are adjusted to the theme at that time, and before going home the children are read story books with illustrated story book media with free themes. In accordance with Mubarakah, (2023); Wuryani & Nugraha, (2021) literacy strengthening is adjusted to the stage of student literacy development and collaboration and cooperation from all school residents is carried out by integrating, linking in an integrated and systematic manner, connecting and linking harmoniously

and there is support from all aspects, namely policies, programs, activities, and implementation from various parties.

The strategy for strengthening the educational environment can be implemented through increasing the capacity of teachers and education personnel, as well as cooperation between school stakeholders to improve the quality of learning, the existence of educators who are responsible for coordinating literacy activities in schools whose duties are to filter, manage discourse development materials, educator professional development activities, socialize children to get literacy guidance, educate teachers to use literacy methods and methods in institutions. Literacy strengthening activities include storytelling using character pillar books, applying ideas, reading aloud, all scheduled and implemented in all classes. Muliantar & Suarni, (2022) literacy can implemented with use condition education and habits both in institutions, compiling group literacy and communication practical, role as well as other parties and guardians. Wilujeng et al., (2022) teacher training for increase understanding literacy for participant educate and implement reinforcement strategies literacy.

Intracurricular activities can be carried out by strengthening phonemics, namely reading by pronouncing the sounds of letters (A, B, E, I), repeating the introduction of everyday vocabulary with teaching aids (Chicken, Orange, Bird), scheduling for write guided (done in the morning journal), have a regular schedule for reading aloud, reading together, and reading guided, and activity coordinate listening, studying, viewing, writing, and speaking professionally. The results of the study explain that it has been implemented and scheduled every day. In line with the opinion of Wiedarti et al., (2018) reading together, reading loud and read integrated done by educators together with child to be continued with discuss Contents reading with objective For increase understanding child to reading. Fetrimen, (2023) read loud, reading together and read integrated done with habituation in learning, every day given 15 minutes time before learning started.

Activity co-curricular in form The project has been implemented in the institution by providing opportunities for children to apply the skills they have acquired in responding to environmental problems, providing discussion assistance, assisting students in designing activities and dividing roles in implementing learning and the media used in implementing these activities. Activities co-curricular in strengthening literacy in PAUD can improve critical and creative thinking skills, as well as contribute to the development of science and technology, and PAUD literacy. Retnaningsih & Khairiyah, (2022) activities project can implemented with give more opportunities wide to participant educate for explore. Setiawan et al., (2023) activities project give chance to participant educate for planning, coordinating, implementing, collaborating with party others, using media, are interesting conclusion, and convey results project. The Pancasila profile enhancement project includes project -based activities, including activity co-curricular.

Training and mentoring for teachers has been carried out by the principal and all teachers in the institution. Teacher training and mentoring is carried out to improve teachers' abilities in perfecting educational models that are appropriate for early childhood literacy stimulation. Teacher training and mentoring can be carried out with method curate and grade children's reading materials according to age group, child-friendly reading, procurement of child-friendly books, arrangement or collection according to type. Teacher training and mentoring in strengthening PAUD literacy is very important to improve the quality of learning and prepare teachers to face the challenges of education in the digital era. In line with Wardhani et al., (2023) training designed For give knowledge and understanding to the teacher, what is prepared For teach stimulation literacy, sharpening skills, strategies and perspectives and a wide range of models For preparation in face universal obstacles in the world of learning, stimulation literacy required For direct, help and guide participant educate For advance literacy. Murtafiah et al., (2023) training and mentoring done through teacher training and preparation plan activity use project collaborative in every learning, activities extracurricular good in class or outside class using learning media use technology as well as utilise objects around environment school optimally.

Product evaluation

Whether the strategy we use is successful or not can be seen from the results (products) of a program. In this research, this can be seen from: 1) Assessment to strengthen the environment

academic literacy, 2) Assessment cognitive and non- cognitive, 3) Formative and summative assessment. Formative and summative assessment For support environment academic literacy own a number of characteristics, including: valid, namely explaining student competencies, reliable, namely stable and appropriate, fair, namely not burdening students, flexible, namely according to the circumstances and needs of students, authentic, namely explaining the actual achievements of students, and integrated, namely integrated through the learning process, in line with Mughni, (2023) that principle assessment integrated is continuous assessment and the entire learning process, valid, namely assessment For all over competence students, reliable that is serious assessment so that can accountable, fair that is assessment that is not discriminatory, and flexible that is assessment that can started from anywhere, no must sequentially. In addition, Dini, (2021) explains that assessment or evaluation, even though in condition special, fixed done with consider the principles of validity, fairness, reliability, authenticity, flexibility and integration. In addition to the product principle, it also leads to assessment diagnostic cognitive and non-cognitive. In addition, we also see from assessment diagnostic cognitive and non-cognitive. Assessment diagnostic cognitive is to map the child's emotional state, the child's psyche so that appropriate treatment can be given because emotional states greatly affect learning conditions. Child, while assessment cognitive child is to identify the extent of the child's learning achievements, so that teachers can achieve the learning targets set by the teacher and repeat any indicators that have not been achieved. Assessment diagnostic Cognitive and non-cognitive assessments are carried out so that teachers can understand the academic abilities and psychological and social conditions of PAUD students more comprehensively, so that teachers can provide more effective and enjoyable education. Nugroho et al., (2023) Assessment diagnostic can done in independent curriculum, assessment diagnostic can help participant educate overcome problem Study with various style learning, assessment diagnostic can evaluate strengths and weaknesses participant educate, from side educators /teachers can used For planning learning strategies. Yani et al., (2023) Assessment diagnostic intellectual done for understand level ability beginning child before accept material exposure beginning. Purpose of assessment diagnostic is to adjust the learning process based on the needs of students, not to meet standards curriculum, while assessment non- intellectual diagnostics For external assessment the scope of children's cognitive development, including: understanding the psychological and social emotional safety of students, understanding activities at home, understanding the family situation of students, understanding community background, and understanding learning methods, morals, and hobbies of each student. Furthermore, we can see from the assessment formative and summative, in PAUD formative assessment is done by collecting the results of work for one semester, made into a portfolio and distributed to parents when taking the results of the child's development. While evaluation summative in the form of results children's work, children's performances and project results displayed at end-of-year learning activities during art performances. Alimudin et al., (2023) Assessment formative focus on development teacher and student abilities, assessment formative will more valid and reliable If done in a way periodic, assessment formative also provides bait come back to teachers and students, consisting of from evaluation initial and assessment daily and used for repair implementation learning and not nature partial. As an assessment of learning outcomes, while the final assessment, namely the assessment of learning achievement, is carried out in time module teaching Already finished And taken into account ended, implemented use determine target education Which one Already Finished own implemented during time especially for assessments carried out at the peak and used as final report material. Berliana & Atikah, (2024) assessment formative for monitor and improve the learning process as well as evaluate achievement objective learning, in the phase base done during One or two weeks, while evaluation end done at the top activity education.

Results evaluation

Research results on strengthening residence and public as a living environment where literacy can be done through parenting activities that collaborate with guardians in reading books with children, building a literacy environment at home, namely parents taking the time to invite children to read books together at home, the availability of reading materials at home that are adjusted to the child's age. The establishment of partnerships between schools and school residents and the environment

to jointly create a literacy ecosystem environment. Parental partnerships are very important in institutions because with this partnership, both parties have the same responsibility in educating students, and there is continuity between learning in PAUD and at home. In line with Meliyanti et al., (2021) the role and parents in continuation fond of reading and writing child through provision means reading and writing at home, activities reading and writing in family, and parental understanding about importance reading and writing For support development fond of reading and writing children. Parenting is a form of partnership between parents and children, to empower children's potential by providing the necessary provisions for a better future, the partnership that applies is the egalitarian principle, namely having the same responsibility for each party and the relationship between superiors and subordinates does not apply in the context of partnership. Robingatin & Khadijah, (2019) revealed that partnership family in school program including in the program (involvement family) including in draft multi-meaning. This concept sees the high involvement of parents or other family members as volunteers at school, or it can be more complex than all that, namely being part of the policy/decision-making of the school program to be implemented.

Conclusion

This study confirms that the application of the CIPPO (Context, Input, Process, Product, and Outcome) evaluation model has successfully revealed the effectiveness of literacy strengthening strategies in PAUD Kawunganten. The main findings indicate that the development of a text-rich environment through the provision of diverse reading materials and interactive visual media is a crucial foundation in fostering children's interest in reading. The learning process that integrates structured literacy activities (such as shared reading and story discussions) with a social-emotional approach (through storytelling and role-playing) has been shown to not only improve basic literacy skills but also develop children's interpersonal abilities. On the other hand, strengthening environment academic through a structured curriculum, teacher training, and periodic evaluation, as well as collaboration with parents, are determining factors for the success of the program. The results of this study have important implications for the development of early childhood literacy policies, especially in terms of: (1) optimizing the design of the learning environment, (2) strengthening the capacity of educators, and (3) forming school-family partnerships.

Recommendation

Based on the findings and limitations of this study, several recommendations can be put forward for further research development. First, comparative research can be conducted to test the effectiveness of the CIPPO model in various socio-cultural contexts and different types of PAUD institutions, including PAUD in remote or urban areas. Second, the development of literacy assessment instruments that are more contextualized and in accordance with the characteristics of Indonesian children needs to be the focus of future research. Third, exploration of the integration of digital technology in strengthening early literacy, such as the use of interactive applications or game-based learning platforms, can be an interesting topic to study in more depth. Fourth, studies on the role of families and communities in creating a sustainable literacy ecosystem can provide valuable insights for strengthening collaboration between schools, families, and communities. These recommendations are expected to enrich research on early literacy while providing real contributions to improving the quality of early childhood education in Indonesia.

Acknowledgment

The author would like to express his deepest gratitude to all parties who have contributed to the implementation of this research. Our special appreciation goes to the principal, teachers, and staff at SBB Bustan El Firdaus and SBB Kartini 01 Kawunganten who have given permission and full support during the research process. We also express our deep appreciation to the supervising lecturer from Semarang State University who has provided academic guidance and valuable input during the preparation of this research. We also thank the various parties who have provided support who have shared knowledge through discussions. The author is fully aware that this research would not have been able to be carried out properly without the support of all parties mentioned. Hopefully

the results of this study can provide real benefits for the development of early childhood education, especially in efforts to strengthen literacy in Indonesia.

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