

STRENGTHENING CHILDREN'S BASIC LITERACY USING FOOD TRUCK MEDIA AS OPTIMIZATION OF CALISTUNG

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Abstract:

The education crisis during the pandemic has made it difficult for students to read, write and count. In the current context, young children are directed to literacy in order to overcome learning loss, as an effort to strengthen students' character and learning needs. There is a need for learning media as optimal intracurricular learning content so that children have enough time to explore concepts and strengthen their competencies. To make this happen, this research aims to develop an educational game Food Truck as a supporting medium in improving basic literacy skills. This type of research uses Research and Development (R&D) with the Four-D (4D) development model. The research development adopted the 4D model from Thiagarajan, et al., namely: define, design, develop and disseminate. The product developed is a digital game "Food Truck" where children can play the role of "little chefs" learning vocabulary from delicious food menus, price calculations, and culinary serving procedures in the form of 3D animations. The research subject focuses on the Alwashliyah Medan IT Study Group. The collection technique was carried out by observation, interviews and questionnaires which were distributed in various schools. Based on the results of expert validation, strengthening basic literacy through Food Truck media as an optimization of calistung can be categorized as very feasible. Creating literacy transformation in the context of free, flexible play, preparing children for higher education to receive more complex learning.

INTRODUCTION

Literacy education is very important in a competitive era. Early childhood children must receive good literacy education so that they are not left behind. Being literate stimulates adaptability and high intelligence. Unfortunately, Distance Learning (PJJ) which has been implemented in recent years, has resulted in a less effective learning system. Distance learning takes place over a long period of time, resulting in learning loss (Agusniatih & R., 2022). Learning loss is a situation where students lose knowledge, academic setbacks occur due to certain conditions due to the non-continuity of the educational process (Hartanti & Kurniawan, 2022).

Results *Programme for International Student Assessment (PISA)* (Mujahida et al., 2022) shows that 70% of 15 year old students are below the minimum competency in

comprehending simple reading. Indonesia also has a low literacy ranking, where our country is in the bottom 10 countries in the world. The study shows that there are large gaps in the quality of learning.

Age 3-6 years is the phase where children begin to experience increased abilities cognitive, psychosocial, and physical-motor. The early childhood phase is expected to have basic literacy skills.

According to (Prameswari, 2020) Budaya literasi dini merupakan dasar penentu keberhasilan dalam kegiatan belajar lanjutan. (Hartanti & Kurniawan, 2022) Upaya membangun budaya literasi di dukung oleh pemerintah dalam Permendikbud Nomor 23 Tahun 2015 yang perlu berfokus pada tiga hal pokok, yaitu literasi dasar, kompetensi, dan kualitas karakter. Literasi dasar yang perlu dijadikan poros pendidikan kita meliputi literasi baca-tulis, numerasi, sains, digital, finansial, serta budaya (ZR & Eliza, 2020).

The results of observations in current learning show that there are several obstacles, namely: Children's difficulty in processing words into sentences. Children are more interested in playing games and watching videos on the internet than studying. (Rosida & Vita Losi, 2022) There is no fun learning media yet to build a basic literacy culture. Looking further, this problem lies in the implementation of learning which is centered solely on the teacher, so that children's enthusiasm in responding to learning begins to be low.

To overcome the problems above, innovative and fun learning media are needed as an effective learning strategy. Examining the existing facts, currently the early childhood learning process (PAUD) does not depend on thematic learning, it requires fun learning that can improve their ability to acquire knowledge (Mujahida et al., 2022). Fun literacy activities shape children's success and ability to stimulate opportunities to think about their vocabulary and hone their numeracy skills (Asiah, 2018).

The aim of this research is to determine the development and implementation of educational games to optimize calistung through basic literacy which is realized in playing freely through the Food Truck game. The research uses the Research and Development (R&D) type of research, using the Four-D Model (4D) development model, namely: 1) Define; (2) Design (design); Develop (development); and (4) Disseminate (spread) (Hariyani & Fitri, 2023). Literacy learning in early childhood requires media that can help students optimize their reading, writing and arithmetic skills (Muliastri, 2020).

The characteristic of preschool children who have a short concentration span requires support so that they have an interest in what they are learning. Literacy media such as pictures, graphs/diagrams, videos and objects that attract attention can help optimize the process of learning to read and write.

In the context of early childhood education, "Freedom to Learn" is actually "Freedom to Play", because playing is learning (Prameswari, 2020). An interactive learning approach can stimulate the sense of sight and strengthen children's memory. Games are an example of multimedia that can be combined with learning, which are usually called games with learning objectives (educational games). Interactive learning media can help a child understand the lessons given, learning methods for early childhood also learn while playing. Games are basically games that are fun and entertaining (Nirwana, 2021a). Digital games function as educational tools that contribute to the learning process where children can collaborate while playing.

We know that food trucks are a medium for improving basic literacy skills. (Rosida, 2021a) The Food Truck educational game has 3 stages of digital role-playing by "little chefs", namely: (1) culinary stage, containing a digital food menu with visually attractive and delicious pictures called a food display case to practice reading skills. (2) pay stage, children are given full trust to choose and train their favorite food in their counting skills. (3) Serving stage, where the chef will go through cooking procedures in the digital kitchen, at this stage the teacher will fully guide him in expressing his creativity, and writing down his experiences as the result of thoughts and ideas.

Based on relevant research (Nirwana, 2021b) *The Effectiveness of the Android-Based Calistung Digital Game Application to Improve Early Childhood Cognitive Skills*—terdapat peningkatan nilai rata-rata keterampilan kognitif siswa dan kompetensi guru dalam menggunakan media calistung digital. Selain itu, (Agusniatih & R., 2022) *Implementasi Pembelajaran STEAM melalui Kegiatan Fun Cooking Sebagai Pembelajaran Abad 21*— kegiatan *fun cooking* menggunakan metode STEAM menunjukkan adanya ketertarikan dalam proses belajar yang dapat merangsang perkembangan kognitif, motorik, bahasa, dan kreatifitas anak.

From the last five years of research (state of art) it can be concluded that the differences in this study are the Android-based Food Truck game to improve 4C skills (Communication, creativity, collaboration, critical thinking). Examining the importance

of this research being carried out to increase basic literacy which forms optimal 4C knowledge as a preparation for children to enter higher education to receive more complex learning. On the other hand, increasing teacher competence uses Food Truck media as free to play in the context of fun learning.

RESEARCH METHODS

Development procedures for R&D research (Research and Development). Research and development (Jannah et al., 2015) is a strategy or research method that is effective enough to improve practices, a process or steps to develop a new product or improve an existing product and can be accounted for. This research uses the Four-D Model (4D) development model. According to Thiagarajan (Sugiyono, 2008) The 4D model consists of four stages, namely: Define; Design (design); Develop (development); and Disseminate (spread). Analysis in this type of research and development (R & D) research is quantitatively categorized into descriptive analysis and inferential analysis. To obtain effective results in the context of learning media development. The data collection technique used is in the form of distributing questionnaires, used to obtain information that leads to media-instructional, observation and test aspects. (Rosida, 2022) The analysis technique used is adjusted to the instrument used. Data obtained through questionnaires and observations will be described descriptively narratively.

RESULTS AND DISCUSSION

Children's Basic Literacy Needs in the Independent Learning Curriculum

Literacy skills are better known as students' ability to understand information during the reading and writing process. Literacy skills can be developed from an early age in the process of playing while learning. One of the main factors that is important in basic literacy learning for early childhood is the use of interesting learning resources. (Rosida, 2021b) Children are unique in terms of learning which is identical to educational games. Basic literacy learning must be designed with the use of learning resources that are in accordance with the independent learning curriculum, so that children are happy and enthusiastic about reading and writing. Learning resources that can be utilized in basic literacy learning are Food Truck media. This media is really needed by teachers and children from the Alwashliyah IT study group. This is evident from the results of the

analysis of the needs of early childhood children and teachers. This needs analysis aims to dig up information about what is needed for basic literacy learning to optimize calistung. Needs analysis

This was done through a questionnaire distributed to 60 children from study group B generalized in two classes. Meanwhile, analysis of teacher needs was carried out through questionnaires and interviews with several class teachers (Indonesian).

Based on the results of the needs analysis, the following information was obtained. A total of 7 children (19.43%) said they strongly agreed and 22 children (61.10%) said they agreed that they still had difficulty reading and writing. A total of 11 children (30.56%) stated that they strongly agreed, and 20 children (55.56%) agreed that they had difficulty recognizing letters, long writing and counting numbers. These two data show that children's needs for literacy are great, so media assistance is needed to overcome these difficulties.

Based on the results of analysis of interview data and open questionnaires filled out by class teachers (Indonesian), learning media conditions are available, but more attention is needed, especially in strengthening basic literacy. The media currently used is storybooks in the calistung learning process, but this media is rarely used. Teachers also have difficulty developing learning media that attracts students' interest in writing. In this regard, teachers often use textbooks available at school and use lecture teaching methods. The teacher stated that the material in the textbook was still incomplete. Information regarding material and steps for understanding literacy is only explained briefly in the textbook, so other sources are needed to help students understand. The media currently available in schools is not yet in line with students' needs, so there is a need to develop fun learning media that covers children's basic literacy with the 4C model. The teacher's hope for the media being developed is that the teacher wants learning media that can teach Calistung children as preparation for entering elementary school.

After carrying out preliminary analysis and studies, the results of observations, interviews and needs analysis were obtained. This preliminary study is used to find out and obtain information and problems regarding learning. Analyzed from data that suits the needs of teachers and students, it is necessary to use food truck media as a basic game to stimulate literacy knowledge, especially reading-writing-numeracy in order to get good learning results.

Development of Food Trucks as Basic Literacy Media

This research uses a development research method carried out through procedures adapted from the Four-D (4D) development model. The research development adopted the 4D model from Thiagarajan, et al., namely: define, design, develop and disseminate. The products developed include Food Truck media which displays digital food menus that meet validity standards. This research is limited to the expert validation stage (Expert Appraisal). The results of these stages are described as follows.

In the planning (define) stage, basic literacy learning must be designed using learning resources that are in accordance with the independent learning curriculum, so that children are happy and enthusiastic about reading and writing. Learning resources that can be utilized in basic literacy learning are Food Truck media. This media is really needed by teachers and children from the Alwashliyah IT study group. This is evident from the results of the analysis of the needs of early childhood children and teachers. This needs analysis aims to dig up information about what is needed for basic literacy learning to optimize calistung. This needs analysis was carried out through a questionnaire distributed to 60 children from study group B and generalized to two classes. Meanwhile, analysis of teacher needs was carried out through questionnaires and interviews with several class teachers (Indonesian). Based on the results of the needs analysis, the following information was obtained. A total of 7 children (19.43%) said they strongly agreed and 22 children (61.10%) said they agreed that they still had difficulty reading and writing. A total of 11 children (30.56%) stated that they strongly agreed, and 20 children (55.56%) agreed that they had difficulty recognizing letters, long writing and counting numbers. These two data show that children's needs for literacy are great, so media assistance is needed to overcome these difficulties.

In the design stage, the Food Truck educational game has 3 stages of digital role-playing by "little chefs", namely: (1) the culinary stage, containing a digital food menu that is visually attractive and delicious, called a food display case to practice skills. read. (2) pay stage, children are given full trust to choose and train their favorite food in their counting skills. (3) Serving stage, where the chef will go through cooking procedures in the digital kitchen, at this stage the teacher will fully guide him in expressing his creativity, and writing down his experiences as the result of thoughts and ideas.

In the development stage, the food truck media validation process that has been developed is given to 2 experts as validators, namely the material expert validator, the media and linguistic expert validator. Material validation was carried out by Sri Mulyati, S.Pd., M.Pd., media validation was carried out by Dr. Susi Deliyanti, S.Pd., M.Hum. The following is a description of the expert validation results. Input and suggestions from validators will be used as the basis for revising food truck media to make it even better. The validation process for Food Truck media as basic literacy as an educational game that has been developed was given to three experts as validators, namely material expert validators, media expert validators, and linguistic expert validators. Based on media expert validation, Food Truck media is categorized as very good with a result of 3.7 and is in the very valid category. Validation is carried out by filling out a questionnaire with 12 aspects assessed. In terms of the level of student interest and involvement, it received a good category. Cooking games make students visible in learning, then involvement will make students think. This is in line with Towli (ZR and Eliza, 2020) that media must stimulate students to think critically. Next is an assessment of media quality, ease of use, contains guidance and directions for students to read and think in simple terms, encourages collaboration, food menu selection, accuracy in audio selection, color composition, accuracy in placement of navigation buttons, and usefulness.

Based on validation with media experts, there are suggestions and changes to the media. These suggestions and changes were made to make Food Truck media even better. Revisions from media experts include creating practice questions that encourage student collaboration, media displays must be more varied, and cheerful songs are added to the background sound that are suitable for children. The product results after revision by media validation experts obtained significant improvements, namely, in the exercise the beginning of the question sentence was changed, namely "discuss it!" because to encourage student collaboration, the KI & KD section of the media display is changed and given a different theme, for each material the font and color are differentiated, then the remaining background part is filled with a theme or image, also added at the beginning of the media sound instructions from researchers, and in the background section songs were added according to the millennial generation of children to encourage enthusiasm for learning.

Based on the overall assessment by material experts, the media received a total score of 33 in the 9 aspects assessed so it is included in the very worthy category. When calculated by percentage, multimedia material gets a score of 92.5 % so it is valid as a learning medium.

Food Truck provides digital cooking steps to help children become literate step by step. This is in line with Passerini's opinion in Rusli (2017) stating that multimedia is said to be effective if it displays steps or procedures. The indicator of fulfilling the learning stage of reading and writing arithmetic (calistung) through game stimulation is categorized as feasible. Conformity with KI & KD is categorized as very feasible. Finally, the usability indicator for Food Truck media is categorized as very feasible.

Implementation of Strengthening Children's Basic Literacy Through Food Truck Media

In the process of strengthening children's basic literacy through Food Truck media in the Al-Washliyah IT Play Group, researchers assisted by teachers operate this educational game starting with storytelling activities as an introduction, usually starting during learning or after learning, learning activities are divided into two times, namely first learning 08.30-09.00 WIB and second lesson at 09.30-10.30 WIB. If carried out in the first lesson, the storytelling activity is carried out after the children have prepared and prayed. If the storytelling activity is carried out in the second lesson, it starts after the child has finished their break.

Children are gathered in one room and will be divided into several groups, one group containing one accompanying teacher and four to five children. Next, children will be called one by one to come forward and follow their accompanying teacher to choose their favorite food menu digitally. The teacher gives directions to open each of their gadgets, explains the learning objectives according to the learning theme. Followed by the systematic application of Food Truck media. Playing while learning activities last around 20-35 minutes, not too long, because there will be a "quiz" session to stimulate children to answer questions about their abilities in reading, writing and calculating. This activity aims to give children focus who are easily lost and distracted.

After the activity is finished, the teacher asks questions that function to check the child's grasping ability and provoke the child to respond to the surrounding conditions. At the end of the activity, the teacher gives appreciation in the form of a gift in the form

of a small snack that can be eaten together, which serves to restore the child's focus and make the child happy and refreshed. This interesting process of strengthening basic literacy is carried out by teachers every Monday, Wednesday and Friday on a scheduled basis at school.

Previous research was conducted based on relevant research (Nirwana, 2021b) *The Effectiveness of the Android-Based Calistung Digital Game Application to Improve Early Childhood Cognitive Skills*— The average pre-test score was 109.19 and the post-test average score was 123.88. There was a difference in the average score of 14.69. The research results are at a significance level of 5% with degrees of freedom (db) = 25, so the t-table is 1.75. With the t-count result of 6.81. So the t-count is greater than the t-table (t-count > t-table), thus H1 is accepted and Ho is rejected. It can be concluded that the Android-based digital calistung game learning media can improve the cognitive skills of young children.

The results of the current research have been successfully applied during the learning process. Based on the results of the analysis of teacher and student needs, strengthening basic literacy using Food Truck media as an optimization of calistung really supports the learning process. The learning media developed by this researcher was also stated by expert validation to be very suitable for use.

CONCLUSION

Basic literacy learning must be designed with the use of learning resources that are in accordance with the independent learning curriculum, so that children can read, write and count as preparation for entering school. Learning resources that can be utilized in basic literacy learning are Food Truck media. The validity test from material experts got a score of 33 with a percentage value of 92.5% categorized as very feasible, the validity test from media experts got a score of 45 with a percentage value of 93.75% categorized as very feasible, the validity test from linguistic experts got a score of 13 with a percentage value of 81.25% is categorized as very feasible. Based on the validation results, Food Truck media is categorized as very feasible in efforts to strengthen basic literacy as an optimization of calistung.

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