

## **The Contribution of a Diary in Developing the Writing Literacy Culture for Elementary School Students**

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Received 5 August 2021; Accepted 7 June 2022; Published 30 June 2022

**Abstract:** Indonesia is experiencing a literacy crisis. The government also issued a policy that regulates that every school implements the School Literacy Movement. One of the efforts made to carry out this movement is to use a diary as a medium to strengthen the literacy skills of elementary school students. This study aims to describe and analyze the contribution of the use of a diary in developing a writing literacy culture at SD Negeri 1 Karanganyar Purbalingga. This research is a type of phenomenological research with a qualitative approach. Data were collected by interview, observation and documentation, then analyzed through the stages of data reduction, data display and verification. The results showed that the use of a diary in developing writing literacy culture at SD Negeri 1 Karangnyar was carried out through three activities: the use of diary media in habituation, development, and learning. These activities are carried out through three stages: preparation, implementation, and assessment. Writing literacy applied with a diary is intended for students in grades 3-6. Using a diary in writing literacy carried out in habituation, development and learning activities has made a real contribution to developing a writing literacy culture.

**Keywords:** diary; writing skills; literacy.

### **A. Introduction**

The School Literacy Movement (*Gerakan Literasi Sekolah/GLS*) is one of the government programs launched in 2015. In the Regulation of the Minister of Education and Culture (Permendikbud) Number 23 of 2015 concerning the Development of Character, it is explained about habituation of character in students to do 15 minutes of reading non-lesson books just before the start of education. This activity aims to increase students' reading attention and improve reading skills so that their knowledge becomes wider (Wanelly, 2019).

The inculcation of character through the literacy movement is part of the educational process. Likewise, in language education for students, language learning is expected to improve language skills, which consist of 3 main aspects: increasing language knowledge, increasing language skills, and building positive and polite behaviour in the language (Zulaeha, 2013). There are four language skills (attitudes): writing, reading, speaking and listening. The four aspects of skills have a relationship with one another. If someone has the skills to read, write, speak and listen in balanced portions, that person can be said to be skilled in the language (Wahyuni, 2013).

Although in reality, it is rare to find people skilled in these four aspects. Some people are very productive in creating writing that is easy to read, but when he speaks, it is not interesting to hear; the style of the language spoken is not as good as the style of their written language. Or vice versa, some people are so good at talking as if they make listeners feel hypnotized by their speech; it turns out that when he writes, his writings are not as beautiful as his words. However, some are very skilled in both aspects. To acquire language skills, a learning and habituation process is needed (Astuti et al., 2021).

Of the four aspects of language skills, the skill that becomes the pinnacle is writing. Writing is an active language skill (Amilia, 2018). Writing is classified as a complex language skill. Through writing, a person can disseminate his information and knowledge to others (Lazulfa, 2019).

In its 2012 survey of ASEAN countries, UNESCO also revealed the low literacy level in Indonesian society. From the survey results, it was revealed that the reading culture of the Indonesian people was at the lowest rank, 0.001, which means that out of 1,000 Indonesians, there is only one person with a reasonably high reading culture. It is a severe problem for the Indonesian government (Ariani et al., 2020).

Reading and writing skills are branches of literacy culture. The low reading culture in society impacts the common writing culture of students. The writing skills of students in the current era are very concerning. The development of increasingly modern technology has a connection with this. The presence of a communication tool in the form of a cellphone helps humans to communicate verbally easily and quickly, regardless of long distances. Advances in electronic technology will not change the role of written communication even between the two mutually reinforcing (Kristini, 2020).

Writing activities are part of the literacy movement. In addition to reading activities, it is hoped that through the School Literacy Movement (GLS), writing activities for students are also a daily habit. In simple terms, literacy activities are abilities to understand, manage, and use information in various contexts. Scientists assume that literacy is a human right of every citizen that must be facilitated by the state (Hastuti & Lestari, 2018).

Reading and writing are the keys to literacy. Education in Indonesia is mandated to develop students' reading and writing abilities from elementary school to the university level. The reality that must be faced now is that society cannot be separated from dependence on ICT. On the other hand, it cannot be ignored; reading and writing literacy in the community is still relatively low

The School Literacy Movement (GLS), launched by the government in writing and reading activities for students before class starts, is a form of government attention to efforts to increase human resources to develop a reading and writing literacy culture. (Wandasari, 2017).

Based on the data obtained from the results of the preliminary study at SD Negeri 1 Karanganyar Purbalingga, it can be seen that literacy culture is intended to strengthen writing skills in students who are still weak. Of the 23 students in his class, there were still 14 students who were still having trouble writing essays or stories. The low writing ability of students is caused by various factors. Teachers, as school supervisors, have a role in motivating students to have good writing skills. Through the School Literacy Movement (GLS), it is hoped that students' reading and writing culture will grow. Almost all schools have announced the activity of reading non-lesson books for 15 minutes before learning

Growing writing skills in students can be pursued in various innovative ways that teachers can apply. For example, teachers at SD Negeri 1 Karanganyar use diaries for students in their class. The elementary school has implemented this innovation for students from 2012 until now. It makes the author want to study further the contribution of the diary media in developing a writing literacy culture at SD Negeri 1 Karanganyar Purbalingga. Thus, the purpose of this research is to describe and analyze the contribution of the use of diaries in developing a writing literacy culture at SD Negeri Karanganyar Purbalingga.

A diary is a medium used to improve literacy skills in students. Until now, the study of media literacy has become the focus of attention in education. Media literacy is always associated with curriculum design built by an educational institution. It makes literacy activities a must in every learning activity. Thus, every learning activity should be held by utilizing literacy media. Teachers are required to be able to design literacy media used in learning activities. It makes research on media literacy essential (Potter, 2010).

The author is interested in studying the use of diaries in developing a literacy culture in SD Negeri 1 Karanganyar because the diaries are designed measurably to develop students' literacy competence. Diary design as a measurable literacy media presents a set of goals, contexts, and certain situations for students. The description of specific contexts and situations by students every day will achieve the goals formulated by the teacher (Hobbs, 2017).

## **B. Method**

This study uses phenomenological research with a qualitative approach in real conditions/situations (Moleong, 2010). The subjects of this study included school principals, teachers, students, and parents at SD Negeri 1 Karanganyar Purbalingga. At the same time, the object of the research is the literacy activity program at SD Negeri 1 Karanganyar Purbalingga. This research was conducted in semester 2 of the 2019/2020 school year and semester 1 of the 2020/2021 school year. SD Negeri 1

Karanganyar is located on Jalan Raya Batur-Karanganyar Km. 1, Karanganyar Village, Karanganyar District, Purbalingga Regency, Central Java.

This study uses three data collection techniques: interviews, observation, and documentation. The interview technique is intended to obtain data related to the contribution of diary media in the development of literacy culture in students at SD Negeri 1 Karanganyar Purbalingga. The author, in this case, will interview all research subjects.

In the observation, researchers will observe each stage of the activity using the diary media used by students. The researcher also observed each step of the activities carried out by the students. It was supported by data in the form of documentation, from the homeroom's notes, the students' work in the form of writing in diaries, and photos of activities using the media of the diary. The data that has been collected is then analyzed using three stages, namely data reduction, data display, and verification (Sugiyono, 2010). The data source triangulation technique was used to test the validity of the data. In this technique, the authors expose the data obtained from 3 research subjects to test the validity of the data provided (Moleong, 2010). So this research can be carried out by scientific ethics; the authors apply a code of research ethics for Indonesia Open University students.

## **C. Result and Discussion**

The development of a literacy culture for students at SD Negeri Karanganyar Purbalingga is an embodiment of the School Literacy Movement (GLS), which is aimed at strengthening the character development movement as stated in the Minister of Education and Culture Regulation No. 23 of 2015. The Minister of Education and Culture expects that one of the activities in the GLS is a 15-minute activity of reading non-lesson books before learning time begins.

The development of a literacy culture for students at SD Negeri 1 Karanganyar Purbalingga from a policy perspective can be appropriately implemented because of the similarity of views between teachers and parents on the importance of reading. This standard view makes parents provide material and moral support to the school in organizing various literacy activities, one of which is the use of diary media to develop a literacy culture in students. The head of SD Negeri 1, Karanganyar Purbalingga, said that using diaries supported creating a literacy culture in students.

Based on the research that researchers have done about the contribution of diary media in the development of literacy culture at SD Negeri 1 Karanganyar, it is carried out through three stages: 1) habituation, 2) development and 3) learning. At each stage, the teacher uses the diary media with the students in their respective classes.

### **1. Activities of Using Diary Media in Habituation**

In habituation activities, the use of a diary is applied in three stages, preparation, implementation, and assessment of the use of the diary with the following description:

- a. The preparation of a diary in habituation

The use of a diary for students at SD Negeri 1 Karanganyar, Karanganyar District, Purbalingga Regency has been implemented since 2012. Peni Mugiarti, one of the teachers at SD Negeri 1 Karanganyar, carried out the use of a diary for students for the first time. She uses a diary as a writing medium to develop writing literacy skills for students in her class (Budiono, personal communication, October 20, 2020).

Writing skill is one of the four language skills that students must master. Writing is one of the language competencies in every level of education, from preschool to university. Through writing activities, a person will carry out a thought process and express his thoughts in the form of discourse or essay (Kurniasih, 2020).

Using a diary in habituation is one of the stages following the stages of the School Literacy Movement. At this stage, teachers at SD Negeri 1 Karanganyar first prepare to use a diary for their students. Meanwhile, at this stage, teachers at SD Negeri 1 Karanganyar make various efforts to develop a literacy culture in their school environment.

Based on the results of the study, it is known that in efforts to develop a literacy culture in the school environment, teachers at SD Negeri 1 Karanganyar have carried out several activities intended for students:

- 1) The activity of reading non-lesson books for 15 minutes. This activity is one of the habits applied at SD Negeri 1 Karanganyar for all students. This activity is intended to foster interest in reading for students
- 2) Provide many kinds of non-lesson books in the library. All the students get the opportunity to read and borrow the text in the school library
- 3) Provide the reading corner in every class. It aims to ease the students in reading literacy activity (P. Mugiarti, personal communication, October 12, 2020)

After reading non-lesson books, the teacher facilitates the student's diary for each class to develop students' writing passion. The teacher of SD N 1 Karanganyar chooses the diary as the media cause the teacher hopes it could help the students improve their writing interests (P. Astuti, personal communication, October 14, 2020). Diary is a book that contains notes of daily activities. In his diary, a person will write down all his experiences, whether pleasant, sad, or memorable. Apart from being a medium for expressing ideas, a diary is also used as a historical document in the form of writing about all the events that a person experiences every day (Kurniasih, 2020).

To ease the students to compose writing in diaries, the teacher first guides students to determine the writing topic, collect information/writing materials, and then arrange the writing framework. These stages will help students to continue the process of writing in their diaries (Ayuningrum, 2016).

Most of the students in grade III SD Negeri 1 Karanganyar use the diary to write down things they experience every day. The writings they create are stories or narratives, and some are in the form of poetry. In determining the writing framework, students begin by remembering the exciting events they experienced



that day. Then it is poured into brief notes to be outlined in writing so that it will be easier to develop into a correct essay. If students have difficulty making a writing outline, they will immediately ask the teacher for help (P. Mugiarti, personal communication, October 12, 2020).

b. Implementation of the use of a diary in habituation

In implementing the use of a diary, students will continue writing activities by developing the writing framework that they have made. In this activity, the teacher guides students to (1) Develop a written framework in simple sentences; (2) Use correct spellings; (3) Use proper punctuation; (4) Use capital letters; (5) Arrange sentences based on the topic and theme of writing (P. Mugiarti, personal communication, October 12, 2020).

Developing a writing framework is arranged based on the subject and a more detailed explanation in the form of paragraphs by always paying attention to the theme, matter, and spelling (Ayuningrum, 2016). Based on the results of the research, it can be seen that with the teacher's guidance in developing a writing framework, it is beneficial for students to arrange sentences into a correct written paragraphs. For students who are still having difficulties, the teacher will provide individual and classical guidance so that students can quickly develop the writing framework they have prepared (P. Mugiarti, personal communication, October 12, 2020).

In the implementation activities, students need about 15-20 minutes to complete the writing results. Students carry out writing activities in their respective classes in the hours before learning begins, break hours, or hours after learning ends on that day.

Based on the research conducted on parents, it is known that the habituation activity of using a diary also received positive responses from parents. The form of support from parents for this activity among which they also facilitate their children by providing some non-lesson books or non-lesson readings at home. Diaries for their children are also offered, although in a simple form. Parents hope that the habit of writing in a diary will foster their children's interest in writing and, simultaneously, train their children's discipline (Miarti, personal communication, October 14, 2020).

c. Assessment of the use of diary in habituation

From the results of the study, it is known that as a form of follow-up to writing activities with a diary, the teachers at SD Negeri 1 Karanganyar will assess the writing results of each student. Before ending the writing activity in the diary, the teacher will ask students to do several things, namely: (1) Rereading their writing; (2) Correcting the writings that are still wrong; (3) tidying up the results of their writing; (4) Ensuring the content of the writing is following the topic and theme of the chosen writing (P. Mugiarti, personal communication, October 12, 2020).

As a form of appreciation for students' writings, the teacher awards students both in the form of speech and motivation. The teacher hopes the preference will

encourage students to write in a diary (R. Widiastuti, personal communication, October 23, 2020). The teacher evaluates the students' writing regularly or not every day. The teacher uses the assessment rubric that he has prepared. The habituation of using diary media is expected to be one of the efforts to grow students' interest in writing sustainably (P. Mugiarti, personal communication, October 12, 2020).

Literacy culture is not a discourse but an action. Habituation activities can be used as a medium to familiarize students with literacy actions in their daily lives. Literacy activities carried out as a habit by students will produce scientific abilities in them. It makes literacy activities synonymous with scientific activities. It makes the literacy culture able to support the optimization of the implementation of the scientific approach in learning activities (Linder et al., 2010).

## **2. Activities of Using Diary Media in Development**

One of the stages of literacy after habituation is development. The purpose of literacy activities at this stage is to develop the ability to understand reading and relate it to personal experience, think critically, and cultivate creative communication skills through activities responding to enrichment readings (Teguh, 2020).

The use of a diary for students at SD Negeri 1 Karanganyar, apart from being used in the habituation stage, is also applied in the development stage. In this stage, the use of a diary is carried out in three activities they are preparation, implementation, and assessment of the use of diary media.

### **a. Preparation for using diary media in development**

From the results of the study, it can be seen that in preparation for the use of a diary in development, SD Negeri 1 Karanganyar facilitates students in the form of (1) Availability of a school library that all students can use with a visit schedule that the teacher for each class has determined; (2) Availability of non-lesson reading books, newspapers, magazines, tabloids, and fiction books that can be borrowed by all school members; (3) The activity of reading non-lesson books for 10-15 minutes in the hours before learning begins, during breaks, and after learning ends; (4) Provide a place for students to read in the form of a reading garden or gazebo around the library; (5) Provide reading corners or reading corners in each class (P. Mugiarti, personal communication, October 12, 2020).

The activity of reading non-lesson books for 15 minutes before learning has become a routine schedule for all students at SD Negeri 1 Karanganyar. In this activity, students are allowed to do it individually. The intention is that each student is embedded with a love of reading and a sense of responsibility. In the next activity, after students read non-lesson books, the teacher will determine the topic or theme of writing that students will choose to write in a diary. Students usually write down the most memorable things that happened to them that day.

To ease the students in composing a writing framework, they will be directed by the teacher to outline their writing. The teacher guides students by asking questions to help them write their writings, including (1) What things have you

experienced today? (2) Where did you experience the event? (3) With whom did you experience the event? (4) How did you feel when you experienced this event? (5) What lessons can you learn from this event? (6) If the next time you had a similar event like that, what would you do? (P. Mugiarti, [personal communication, October 12, 2020](#)).

The teacher uses the list of questions to assist students in compiling a written framework tailored to each student's abilities. After the writing framework is structured, the teacher will guide the students to develop it into sentences according to their abilities. Guidance by teachers is carried out individually for students who find it challenging to assemble sentences and classically equip students in compiling sentences.

b. Implementation of the use of a diary in the development

The study results show that teachers at SD Negeri 1 Karanganyar have repeatedly applied writing strategies to their students. Gradually, students have begun to get used to compiling writing in their diaries. The students' writing results are evaluated by the teacher and then directed slowly to create a written work that is not just an everyday experience. Furthermore, the teacher introduces students to their writing ideas through short stories and poetry. The teacher starts with simple work first (R. Widiastuti, [personal communication, October 23, 2020](#)).

In developing a writing framework, students do not just create it into sentences. The teacher also emphasizes correct language rules, proper punctuation, and correct use of capital letters. In developing the writing framework, some students still have difficulty arranging sentences. It is because elementary school's level of cognitive ability is still at the concrete operational stage. According to Piaget, at this stage, his cognitive abilities are only able to remember and think about things happening now and are already known (Kurniasih, 2020). Therefore, it takes the teacher's patience and tenacity to guide students still having difficulty arranging sentences.

To help students develop a written framework into complete writing, teachers at SD Negeri 1 Karanganyar have implemented the following steps: (1) Make the main sentences in each paragraph according to the writing framework; (2) Develop the main sentence into supporting sentences; (3) Arrange explanatory sentences with sentences that are simple and easy to understand by students.

The teacher will guide students individually and in groups. Most of the students who have difficulty in arranging sentences are students who are still not fluent in reading. Reading skills are closely related to writing skills. When reading skills are still low, it will affect their writing skills. Through reading activities, students will be introduced to a variety of new vocabulary found in the reading text. At this stage of development, the teacher emphasizes the students' writings from their daily experiences into short stories and poetry, although they are still in a simple and brief stage. The writing length is not limited according to the ability of each student (P. Mugiarti, [personal communication, October 12, 2020](#)).

c. Assessment of the use of diary in development



Based on the research results, the teacher's assessment activities provide opportunities for students to read the results of their writings. In this activity, students are also directed to re-examine the results of their writing and tidy up the writing they have made so that their writing is easy to read.

Students correct the writing they feel is improper by asking the teacher for guidance and then replacing it. After finishing editing the results of their writing, students will submit the diary to the teacher for further evaluation by the teacher.

Assessment is carried out by the teacher regularly once a week. The teacher uses the product assessment rubric for the students' writings in the diary. The assessment criteria used by the teacher are (1) Conformity of the content with the chosen topic or theme; (2) Systematics of writing; (3) Use of language spelling; (4) The use of punctuation and capital letters; (5) Neatness of writing (type of writing, level of legibility). With this assessment rubric, the teacher will evaluate the product in the form of writing in a diary and then follow up or provide feedback by giving notes on the students' writings (P. Mugiarti, [personal communication, October 12, 2020](#)).

The teacher will appreciate the students' writings that meet the writing criteria. The awards are given by teachers at SD Negeri 1 Karanganyar varied. Some are in the form of words as motivation, thumbs up, and provide opportunities for students to participate in various writing literacy competitions such as short story writing competitions, poetry creations, poetry creations, fairy tale writing, synopsis writing, and speech writing. With this award, the school hopes that the literacy culture at SD Negeri 1 Karanganyar will continue to develop well (P. Astuti, [personal communication, October 14, 2020](#)).

The school's concern for the students' writings is by providing a display board in the form of a wall magazine in front of the office and a display board made by students in each class. Some teachers also make literacy trees to display students' writings (Budiono, [personal communication, October 20, 2020](#)).

The appreciation given by the school to the results of students' literacy creativity can encourage students to always be creative in producing works in the field of literacy. The results of other studies indicate that motivation to work in the field of literacy can have implications for increasing student achievement. It is because literacy activities can make students access knowledge as widely as possible and optimally their cognitive development (Sulisworo & Suryani, 2014).

### **3. Activities of Using a Diary in Learning**

Based on the results of the study, at this learning stage, the activities of using diary media related to writing literacy aim to develop the ability to understand texts and connect them to personal experiences, think critically, and process communication skills creatively through activities responding to texts of enrichment reading books and textbooks. In this stage, the teacher makes an academic bill on the students' writing results (Teguh, 2020).

At the learning stage, the use of diary media is carried out through three series of activities:

a. Preparation for using a diary in learning

From the results of a study conducted in class III B SD Negeri 1 Karanganyar, in preparation for the use of diary media, the teacher took several steps: (1) Students read non-lesson textbooks for 15 minutes before learning; (2) Sometimes, the teacher reads aloud to help students who are not yet good at reading; (3) Delivering the learning objectives that will be the reference for writing on that day; (4) Students are asked to make brief notes from the readings they have read (P. Mugiarti, personal communication, October 12, 2020).

From the study results, these activities were carried out by students in their respective classes, guided by their respective class teachers. Students who still have difficulty reading are grouped to make it easier for teachers to provide individual and group guidance (R. Widiastuti, personal communication, October 23, 2020).

Reading activities at this stage are intended to support the implementation of the 2013 Curriculum, which requires students to read non-textual textbooks in the form of books about general knowledge, hobbies, special interests or multimodal texts. They are also linked to specific subjects, as many as six books for elementary students (Teguh, 2020).

SD Negeri 1 Karanganyar facilitates the procurement of non-lesson textbooks for students in the school library and reading corner of each class. In this activity, the teacher guides its implementation so that students will take part in the activity seriously (Budiono, personal communication, October 20, 2020).

From the study results, reading non-lesson textbooks also received good support from the parents of students. Some parents of students also facilitate the availability of non-lesson texts for their children at home. Parents buy fiction books that their children like. Parents also hope that the literacy culture of reading and writing is not only at school but at home they want their children to do homework and writing a routine activity for them (Bariyah, personal communication, October 17, 2020).

b. Implementation of the use of diary media in learning

The next activity is the implementation of the use of a diary in learning. Writing in a diary is one of the efforts to develop a writing literacy culture for students. The literacy program at SD Negeri 1 Karanganyar has been integrated with the school curriculum. The habit of learning literacy in schools is the responsibility of all teachers in all subjects because any subject requires language, especially reading and writing (P. Astuti, personal communication, October 14, 2020).

The results of research and data analysis show that the use of a diary in SD Negeri 1 Karanganyar is only applied to grades 3-6. In class III B, the use of diary media is only integrated with Indonesian subjects. It is because students need to emphasize reading and writing activities at the class level. Indonesian language

subjects also have the most learning hours in one week compared to other subjects. Where in every learning activity, Indonesian subjects always appear. It is also one of the reasons why diary media is only integrated into Indonesian subjects

In implementing diary media, the teacher relates the activities of writing a diary with the subject matter on that day. The teacher guides students to choose a topic or theme tailored to the material and learning objectives on that day so that it will help students focus more on the content of the writing they will make.

The teacher will ask probing questions that help students develop a writing outline. From the study results, the teachers at SD Negeri 1 Karanganyar use the questions help with "ADIKSIMBA", namely what (*apa*), where (*di mana*), when (*kapan*), who (*siapa*), why (*mengapa*), and how (*bagaimana*). Through these question words, students can parse sentences more easily.

The teacher also provides writing rules students must follow: (1) Using the correct language. The teacher introduces the use of standard language that is easily understood by students; (2) The proper way of writing (use of punctuation and capital letters); (3) Format or form of writing (paragraphs, word breaks, opening, content, and closing of writing); (4) Type of writing (narrative, description, argumentation); (5) Writing ideas. Writing ideas that can be chosen by students can be in the form of knowledge and experience obtained from reading, observing, discussing, or based on daily experience; (6) The written speech used is in the form of narration, description, or argumentation; (7) The order of language in diction, systematics, and storyline. With these signs, the teacher will direct and guide students until the writing process is complete. The time used by students to write in a diary is about 15-20 minutes (P. Mugiarti, personal communication, October 12, 2020).

c. Assessment of the use of diary in learning

From the research and data analysis results, the teacher will continue the assessment activities after the writing implementation. After completing the writing activity, students will be asked to reread the results of their writing. Then students will correct or revise the effects of writing that are still wrong

At the learning stage, using diary media is one of the academic bills for students. The teacher provides an assessment rubric to assess students' writing results. The rubric contains several assessment criteria: (1) The suitability of the writing content. The content of the writing is adjusted to the learning objectives on that day; (2) Completeness of facts or supporting information for writing; (3) the structure of the text/writing; (4) the language and spelling used; (5) The accuracy of the writing format; (6) Written form (P. Mugiarti, personal communication, October 12, 2020). The teacher regularly assesses the written results to enter the score into the list of assignment scores. The teacher also provides feedback in the form of notes to be noticed and followed up by students (P. Astuti, personal communication, October 14, 2020).

Based on the study's results, it can be said that the development of literacy culture in SD Negeri 1 Karanganyar through the contribution of the diary has gone quite well

and has received support from various parties. However, there are still some obstacles that SD Negeri 1 Karanganyar must face.

IT has a dominant role in the current era of the covid-19 pandemic, where face-to-face learning is being shifted to distance learning (PJJ). Learning in the network (online) is one of the alternatives developed by various schools. Digital literacy is a necessity that comes so fast and must be mastered by students and parents. They must be digitally literate and good at surfing in cyberspace (Mujtahid et al., 2021). The results of other studies have shown that teachers can use various social media, such as Facebook, as a medium to accommodate students' literacy activities (Chen et al., 2019). Based on the study results, it seems that the teachers at SD Negeri 1 Karanganyar need to use Facebook to support the use of diaries to develop a literacy culture in students.

From the results of the study, it can be seen that a small number of teachers use IT as a writing tool that functions like a diary. Students with adequate IT facilities can share their writing ideas through the available class Whatsapp group. The writings can be in the form of poetry, short writings containing their experiences or knowledge. This alternative has received enthusiastic responses from students.

The existence of distance learning (PJJ) provides limitations for students to take part in online learning (in the network) and offline (outside the web). The use of the diary is still carried out, with the teacher providing a particular time/schedule for literacy activities that are carried out online. The teacher sends the readings for students to read. Furthermore, students are asked to retell the reading to be written in a diary. As a follow-up to the activity, the teacher asked students to send photos of the writing they had made via Whatsapp group or e-mail. Teachers also provide opportunities for students.

The development of a writing literacy culture at SD Negeri 1 Karanganyar with the media of a diary went according to the school's expectations because it received support from various parties, including: (1) The school implemented various strategies in developing a literacy culture for the school community; (2) Reading activities for 15 minutes before learning are carried out routinely by students; (3) The school principal provides positive support in terms of writing literacy activities through diaries; (4) facilities for the availability of diary media for students free of charge; (5) Facilities for non-lesson books that can be read by students both in the school library and classroom reading corners or corners, (6) Creating a literacy environment in various places, (7) During the Covid-19 pandemic, good cooperation between parents and teachers make writing activities in the diary can still be carried out with parental supervision.

The culture of writing literacy for students gets good support from the teacher council and parents. The students also participated in the activity enthusiastically. Writing activities with the media of a diary have become part of a routine habit that students always do at school and at home. Parents at home control the students' writings in their diaries periodically before being submitted to the teacher online and offline.

From the results of the study, it can be seen that in developing a literacy culture at SD Negeri 1 Karanganyar, several obstacles must be faced, including: (1) Not all

students are open to telling the events they have experienced, so teachers must motivate writing ideas to emerge from students; (2) Some students have not been able to express their experiences in written language, so the teacher must encourage and guide students to express them in written language; (3) The lack of students' vocabulary so that teachers must always be disciplined in applying reading activities for 15 minutes before learning.

Teachers make various efforts to use diaries as part of a writing literacy culture for students. The teacher applies different strategies to motivate students to participate in writing activities with diaries. Students who often seem lazy to write in their diaries will be immediately reprimanded and given more attention by the teacher. The teacher always explains the benefits of writing in a diary so that students will be motivated.

## D. Conclusion

The School Literacy Movement (GLS) at SD Negeri 1 Karanganyar is carried out thoroughly for all school members. The literacy movement carried out includes reading and writing literacy. Literacy activities at SD Negeri 1 Karanganyar are done through habituation, development, and learning.

Students' writing activities in the diary have been going well in habituation activities. Students use diary media to write events or experiences on that day at school and at home. In development activities, students follow it by starting literacy activities by reading non-lesson textbooks for 15 minutes before learning. Media diaries are used to write down students' personal experiences and develop them into short stories and poetry. In learning activities, students start by reading non-lesson books for 15 minutes before learning. Diaries are used to write daily experiences experienced by students by relating them to learning materials.

The use of a diary can contribute to the development of a literacy culture with the following indicators: (1) Diary makes students have a reading schedule; (2) Diaries enable students to write summaries of their readings simply in the form of book reviews; (3) The diary allows students to prepare a book budget plan every month.

The diary as media is predicted to grow and contribute to developing a literacy culture in students who are the digital generation. When the diary can be designed electronically by utilizing the internet network, an e-book diary will be produced. The author recommends other researchers conduct research and development related to the development of daily electronic books (e-books) to improve students' literacy skills in SD/MI.

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