

## PHENOMENON FOR LITERACY COUNTS IN EARLY CHILDHOOD

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**Abstract:** A preschool age is important period to put personality foundation which will give effect in the future. So this is very important to give stimulus to early childhood, including related language stimulation with literacy and numeracy. Language stimulation and cognitive for early childhood, still in the first attention. Today literacy and numeracy became one of the controversies in the world of early childhood education. Because there is an opinion that says that early childhood is not allowed to be thought literacy and numeracy, it is coercion in early childhood to learn literacy and numeracy. The emerging phenomenon is method there are not appropriate for early childhood. The success in literacy and numeracy outset in early childhood education did not escape in the right method used by teacher according to the stages of child development. The emergence of literacy and numeracy demand to early childhood, not just because of demand to enter the basic education level with the test, but poor understanding of parents to the child developmental needs. The focus of this research is to understand the literacy and numeracy demands to early childhood, to understand this research using phenomenology method and use interview technique. After data collected in the analysis by using phenomenology. Phenomenology is qualitative research that include outside phenomena.

**Keywords:** *counting literacy demands in early childhood*

## 1. Introduction

Early childhood education up to now is faced with how to introduce reading and writing early and accurately according to developments. The pros and cons of the community who have early childhood (0-6 years) state that reading and writing at the age of a child who has not fulfilled the learning stage or the age of the child before going to elementary school, means forcing children to have abilities that should be accepted or taught in elementary school. Understanding the community in this regard, reveals the child's time to play is reduced or neglected, so it is feared that it will hamper the development potential and ability of children in the future is not optimal. Some people think that learning to read and write since early childhood is very important because of the pride for parents that their children at a young age are able to read and write. Besides that, there are also those who express the importance of reading and writing at an early age because in the background so that children do not experience difficulties when they enter elementary school in preparing children to enter primary school admission.

Early childhood education is the level of education before the level of primary education which is a coaching effort that is shown from birth to six years old children which is carried out through the provision of educational stimuli to help growth and physical and spiritual development so that children have readiness to enter education. Furthermore, held on formal, non-formal and informal channels, early childhood is a group of children who are in physical growth and development (coarse and subtle coordination), intelligence (power of thought, creativity), social emotional, language and communication. This is in accordance with Article 28 of the National Education System Act.20 / 2003 paragraph 1, which states that early childhood is a child who is in the age range 0-6 years. Preschool age is a time that is so important to lay the foundations of personality that will influence the next life when he is an adult. According to Money (2002), preschool age is the most important moment in the human life span. So important is to provide stimulation to early childhood, which includes stimulation of language that is very much related to reading and counting. Stimulation given to early childhood must be done appropriately and safely. Language and cognitive stimulation for early childhood, still continues to be the main spotlight in the scope of early childhood education. Facts on the ground show that some parents and educators continue to carry out learning activities that lead to academics in early childhood education. Many pros and cons of reading, writing and arithmetic in early childhood. Some people who have early childhood say that reading and writing at the age of children who have not fulfilled the learning stage means forcing children to have abilities that should only be accepted or taught in elementary school. Further understanding of the community confirms, if children are forced to pursue academics then the time for children to play is reduced or neglected, so that it is worried that it will hamper the development potential and ability of children in the future is not optimal. The community's understanding of reading and writing counting is in line with

Vygotsky's view, 2007 in Santrock literature, 2002 revealed that giving stimulation by imposing in learning activities would not make children gain knowledge, but instead would lose their golden years. He also expressed about the stages of children's speech development in Moeslihatoen 2004, the development of children's speech that determines the level of thinking and language development. Some people think that learning to read and write since early childhood is very important because of pride for parents, that their children at a young age are able to read and write. In addition to this there are also those who express the importance of reading and writing at an early age because the development of children's language determines the ability of children to read and write so children need to prepare to enter primary school with the aim of preparing children to enter primary school admission. , Hoffman, (2018) in the study to introduce learning and teaching the introduction of early literacy in early childhood can train phonemic awareness, fluency, vocabulary, reading comprehension, and writing, this is in line with the opinion of Wagner et al. (1997) in Aram Dorit's research, 2005, that providing basic vocabulary learning will bring phonological sensitivity, which later becomes the language's ability to support reading ability. The expression of the two researchers above is reinforced by Shanahan T, Lonigan C, (2010) stated that teaching early letter recognition in children has a very positive impact on the development of spoken language.

## **2. Research Methodology**

The focus of this research is to understand the complexity of reading and numeracy in early childhood. In understanding this study using phenomenological methods with the aim of research to provide understanding to the community, early childhood education practitioners and low-grade teachers regarding the stages of learning in children so that children do not become victims of the policy. To understand this research uses phenomenological methods. Where phenomenology is a qualitative research that includes phenomena that are outside. Candwell (2013: 76) reveals that the purpose of phenomenology itself is to return to the existing reality. Besides Kuswarno (2008: 21) argued that phenomenology does not try to find opinions right and wrong, but to reduce human awareness in understanding the phenomena that appear before him. So to explore the understanding of respondents in data collection researchers conducted interviews. collected data to find out things from respondents in depth that is more in depth (Sugiono, 2011: 316). The sample of this study was ten people, six parents of guardians had early children who participated in formal and non-formal educational institutions, namely two parents from kindergarten, two parents of play group students, two parents student Tutoring, two practitioners of early childhood education, one low grade teacher in elementary school and one teaching practitioner in the Sukabumi District Cibadak District Researchers have prepared a list of questions but in the implementation of the interview do not have to be sequential and can be modified.

## **3. Discussion**

### **Literacy and numeracy demands on early childhood**

Literacy and numeracy (reading, writing, and arithmetic) conducted in early childhood, has always been a problem that never ends. These problems lead to two groups, namely the group that is the pros and cons of learning literacy and numeracy. The pro group with literacy and numeracy learning considers that literacy and numeracy learning may be carried out in early childhood, while the group that contradicts literacy and numeracy learning considers that literacy and numeracy should not be done in early childhood because it will result in the child's development process. When viewed with real conditions, lately there have been many private tutoring institutions for early childhood by using the drill method so that children can be quicker in understanding literacy and numeracy learning, besides that there are also elementary schools that enforce tests and want early children to be able to get literacy and numeracy when entering the level of education. This makes parents and teachers vying to teach literacy and numeracy to early childhood because they are worried if their child cannot be literacy and numeracy, their child will not be accepted at the elementary school level. The phenomenon of literacy and numeracy learning in early childhood led to an appeal from the Directorate General of Primary and Secondary Education Management in 2009 which stated that "the introduction of reading, writing and arithmetic (literacy and numeracy) is done through an approach that is appropriate to the stage of child development. Education in kindergarten is not allowed to teach literacy and numeracy material directly as a separate learning (fragmented) to children. The context of literacy and numeracy learning in kindergarten should be carried out within the framework of developing the child's potential, carried out through a play approach and adapted to the child's development tasks. Creating an environment that is rich in "literacy" will further spur the readiness of children to start literacy and numeracy activities. The results of interviews with parents and teachers who teach literacy and numeracy to early childhood do so solely so that children can be accepted in primary school and can take a series of tests, because if the child do not follow this, the child will not get a good education. From the above explanation it can be concluded that it is true that literacy and numeracy is not permitted. However, if we just blame the literacy and numeracy learning done by parents and teachers in early childhood, the regulation will not be carried anywhere and only becomes a discourse. Perhaps the approach taken by the government is not to ban literacy and numeracy, however, it will further emphasize the rules regarding the absence of a literacy and numeracy test before entering elementary school and following up on elementary schools that are still conducting tests on student admission.

### **Early childhood reading skills**

Reading is one of the highest functions of the human brain of all living things in this world, because basically only humans can read. Reading the letters after letters that are connected so as to form words, indirectly reading can train children in language skills because of using sayings. Abidin (2013) simply explained that reading is a process of writing a written symbol. The understanding is stated that reading is often called preliminary reading. Reading can also be said to be a process to get the information contained in a reading text to gain an understanding of the reading. Rutrown & Clough, 2015 suggests that children read and understand sentences using phonics knowledge which is to decipher ordinary words and read them aloud correctly, they can also read words but not yet regular. This is also stated by Barclay, K. 1994, the concept of literacy is directly related to phonemic, namely awareness in the ability to hear sounds with verbal words and knowledge of the principles of alphabet relating the letters and sound. Firmanawaty Sutan, 2004 suggested stages for children before children can read, namely, readiness in reading skills, fostering children's curiosity, creating an environment for reading.

### **Writing**

Writing is part of the child's fine motor development, in this child's fine motor development includes the development of smooth muscle and its function. This muscle serves to perform movements of more specific body parts such as writing, folding, stringing, buttoning clothes, and cutting out proposed by Mansyur, 2009. Writing is a hand movement by forming letters or numbers, writing in early childhood followed by reading ability and the ability to speak, think, emotion, and motor in children which are all aspects of development that children can master by playing with the material in their environment. But this writing ability does not take place naturally without adult support around children. requires active and regular interaction with print and oral language accompanied by writing. It is recommended that adults around the child provide examples by writing directly in front of children and providing equipment and encouragement to try themselves in writing such as Forming a rich-literacy environment. Involving children in language games, encourage children kid experimenting with writing activities. From some examples provide stimulus and facilitate what is needed by children in writing, so that children are encouraged to try themselves to write. As an adult around a child, it is better to give examples with a lot of writing directly in front of the child, this can be done by the child as a model of imitation that the child shows.

### **Counting**

Intelligence in children, one of which is mathematical logic intelligence, which in this intelligence, children are able to understand the concept of numbers and numbers easily. They learn to read the concept of time at an early age and can visualize quantity quickly put forward by Janice J. Beaty, 2013. Hamzah B. Uno, 2010 proposes managing intelligence in learning, mathematics is a field of science which is a means of thinking, communicating, a tool to solve various practical problems, which are elements of logic and intuition, analysis and construction, generality and individuality, and having branches include arithmetic, algebra, geometry, and analysis. Calculating is the most fundamental thing a child needs to identify differences between several objects in a group, the ability of children to learn to develop an understanding of numbers in the concept of counting. Early childhood usually understand that numbers represent quantity, children begin to involve vocabulary around numbers into their daily descriptions, for example "I want to eat two pieces of biscuits." Often children can memorize numbers 1-20, but do not know the quantity from these numbers. In teaching children in counting, a lot of experience is needed in calculating in understanding that the word "six" represents five objects, the most important thing to teach children in counting is to introduce the quantity of objects is the basics of mathematics more important than memorizing numbers and it is very easy to teach to early childhood. Before children can count and understand numbers, the first step that must be introduced to children is the introduction of concepts, after several stages of introduction to concepts and fine motor training, then the child enters the transition stage, namely from the introduction stage concept to numbers. Furthermore, after understanding the concepts and numbers, children can be given training.

#### 4. Conclusion

The understanding of society about reading and writing is not independent of activities that lead to academic. How finally parents demand their children to quickly get literacy and numeracy in preschool age by demanding preschool teachers or entering children into institutions that open tutoring literacy and numeracy, in the hope of fulfilling the requirements for entering elementary school. Literacy and numeracy learning can actually be applied to early childhood either in the home environment or in educational institutions by providing an enabling environment so that children can carry out activities that lead to literacy and numeracy by providing stimuli from adults with fun methods for children so that they do not become a burden.

The current phenomenon of literacy and numeracy needs communication with the community with the aim to provide understanding related to the demands of reading and numeracy for early age children so that the absence of demands on educational institutions teach literacy and numeracy leads to academic, but literacy and numeracy learning is done correctly and according to the stages of development child.

Early childhood is the responsibility of parents, early childhood educators, low grade elementary school teachers and the government, therefore there is a need for joint communication between related parties so that there is no learning deviation that deviates from the rules and does not favor the child's development, so the child does not become a victim of the policy and selfishness of one of the parties who seize children's rights.

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