

Write and Move Learning Model Based on Digital Literacy

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Abstract. The culture of literacy in Indonesia is very low. Reading and writing had not been made a necessity in daily life. People had not been accustomed early to love reading and writing. The problem of digital literacy then appears and becomes a new problem when the problem of language literacy was unfinished in Indonesia which demands to all to be able to utilize and minimize all negative impacts of technology itself. In this article, researchers used research studies which explained about alternative of the problem-solving that was experienced by teachers and students by explaining about the write and move models that were modifications of the cooperatives learning model, writing processes and computer media. The write and move learning model can motivate students and teachers to continuously develop their language and digital literacy skills.

Keywords: cooperative learning, language literacy, digital literacy, write and move model.

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INTRODUCTION

The paradigm that occurs among Indonesian people that the position of Indonesian subjects is sometimes sorted at the lowest position compared to other subjects by students and parents, because the students think Indonesian language has become the national language of Indonesia. The paradigm that occurs among Indonesian people that the position of Indonesian subjects is sometimes sorted at the lowest position compared to other subjects by students and parents, because the students think Indonesian language has become the national language of Indonesia. According to (Rahman, 2018e) That early age became an important time for the formation of students' character or habits, but parents asked their children to more often learn the exact lessons such as mathematics and SCIENCE, but in fact the lessons of Bahasa Indonesia are not as easy as Students think. Bahasa Indonesia may be mastered by students, but mastering alone is not enough because students have to understand how to use the Indonesian language that is good and correct, both oral and written. Based on research, Indonesia's literary culture is ranked second most below from 61 countries (Rahman, 2018a).

Reading and writing are the core of literacy. In Indonesia writing culture is lower than reading culture (Rahman, Sopandi, et al., 2018). Including elementary school students, writing ability is very important, because writing ability is used in all subjects as well as all activities (Ariawan et al., 2018), Indonesian subjects are no exception writing material. Students find it easy to write instructions, in fact students are sometimes difficult to find phrases that fit the steps of the instructions, it is difficult to write words by observing EyD, it is difficult to write good and correct sentence structures, and it is difficult to find effective sentences in conveying sentence instructions so that they are easily understood by reader.

In addition to students' literacy skills, students' attitudes during learning in learning Indonesian are not optimal. The determining factor of students' attitudes during Indonesian learning that is not yet maximal is strongly suspected from the teacher factor, because the teacher creates an atmosphere of learning, good or bad lessons, the greatest role is in the teacher. Teachers are required to implement learning that is fun, teachers must be able to understand student learning styles, of course, different each individual (Rahman, 2018c), and able to create learning that makes students active, which is often called now is student centered learning or student-centered learning, students who find their own knowledge, students work together with friends and learning resources, while the teacher's role is only as a facilitator is also a guide so students do not out of the context of matter. However, it is not easy in learning Indonesian, the limitations of the media, making instructional writing material abstract for students, for example, there is

training in operating computer devices, there may be some students who have experienced how to operate computers so with a little description of knowledge from students who have operated a computer, they can write instructions on how to operate a computer. What about students who have never operated a computer? Certainly it will be very difficult for students to find clues in accordance with the steps of operating a computer.

Seeing the above problems besides the low language skills for students also the low digital literacy abilities of students and teachers, especially in schools in the area, which are still unfamiliar with technological developments at the present time. Whereas with good digital skills, each learning will be meaningful for students and teachers, but the development of technology is not always good, teachers must be able to overcome the negative impacts of the technology itself and utilize the technology to be a source or learning media that is fun for children (Rahman, 2018b). So, there needs to be a learning model that helps teachers in creating learning that is interesting for students, one of which is by applying a write and move model, where by applying this model it is expected to increase collaboration between students and students with learning resources. In addition, media is also needed that can facilitate students in finding phrases in accordance with the sentence instructions, namely by providing a description of the object with an animation, so that students can at least directly feel the objects or steps of certain activities.

METHOD

The preparation of this research was sourced from books, journals, and literature searches. So the research method we use is the library research method. Literature study is a data collection technique by conducting a study of reviewers of books, literature, notes, and reports relating to the problem being solved (Nazir, 2005). According to (Bahasa, 1984), library technique is a way to collect data of various materials contained in the library, such as newspapers, books, magazines, manuscripts, documents and so on that are relevant to research. While (Aan & Djam'an, 2011) explain that the study of literature is supporting research that comes from the views of experts in written form in the form of reference books, journals, research reports or other scientific works. Based on statements from several experts in the literature study means finding sources of research in the form of print and non-print references that are relevant to the research.

RESULTS

Following are some definitions of Literacy, Newfoundland Labrador Education (2013) (in (Rahman, Wibawa, et al., 2018) define the meaning of literacy as the process of receiving and interpreting information, the ability to define, identify, interpret, communicate, embrace and make text, images and sounds, and one's ability to become stronger, creative and critical. Furthermore, the definition of Literacy is the ability to identify, understand, interpret, communicate, count and use writing related to various contexts (UNESCO, dalam (Farmer & Stricevic, n.d.)).

In (Rahman, 2018b) There are six types of literacy that can be developed, including: basic literacy, numeracy literacy, scientific literacy, financial literacy, cultural literacy, and digital literacy. However, what will be emphasized this time is the ability of basic literacy / language literacy, and digital literacy.

Basic Literacy / Language Literacy

The culture of reading and writing in Indonesia is still very low, even though the benefits of reading and writing activities are extraordinary, by reading it can open up insights on everything, a lot of information will be obtained by reading activities. Furthermore, by writing can perpetuate the work, by writing the names of great people in the past are still alive until now, indeed the scientists of ancient times are gone, but their names are still alive and known from generation to generation for writing.

According to Kartika (in (Yaumi, 2016) explained that the majority of Indonesian people have not made reading and writing an important need, whereas getting used to reading and writing early can make a better generation to build the nation and state (Wandasari, 2017).

Likewise with our students in elementary schools, not many schools have implemented the school literacy movement (GLS), especially schools in the regions.

In improving the culture of language literacy in schools, it is not enough just to provide a variety of books for students to read in libraries related to subjects, but also other books such as comics, magazines, novels, and so forth. In addition to further encouraging student enthusiasm, students need examples of how a good literacy culture, of course the role of teachers and parents is very important, so teachers and parents need to work together in getting used to reading and writing so that it will be easy when asking students or children to start reading and writing. Not only that according (Rahman, 2018a) there are media that can help students improve literacy skills, such as videos. With the help of video media, it can attract students' attention and also help students find ideas in writing. It also can stimulate students to discuss with their friends about the contents of the video and get various information from the results of student discussions. Of course not only videos can help students develop reading and writing skills, taking into consideration the current era of highly developed technology that can be utilized in learning, such as computers, projectors, TVs, etc..

Digital Literacy

The concept of digital literacy was first introduced by Gilster (1997) in (Koltay, 2011). In this era, of course, it is already familiar that technology is increasingly developing. There are so many aspects of human life that are facilitated by the presence of technology, including the educational aspect. (Greene et al., 2014) 21st Century teacher skills Teachers must be able to utilize technology or the internet in delivering subject matter to students better in concreting abstract material. Students can also study anytime and anywhere. With the presence of technology it is easier to get information instantly from all corners of the world (O'Brien & Scharber, 2008). However, not a few are also teachers and students who have not been able to take advantage of these technological developments.

Digital literacy is a necessity for the whole community including teachers and students to balance technological developments and be able to optimize the potential and minimize the adverse effects of these technologies. The following definition is about digital literacy according to Kivunja (2015) (in (Rahman, 2018a) explained that digital literacy is a person's skill in utilizing the potential of communication and information technology to support the process of education activities. In accordance with the opinion (Bawden, 2008) which explains that digital literacy is a person's ability to understand and interpret information in the form of hypertext or multimedia format information. Larsson (2000) (in (Noh, 2017) defining digital literacy as one's personal ability to use information as a whole is required for digital information-based public knowledge as the capacity to find and use that information.

There is a need for habituation so that teachers are no longer anti-computer, because with teachers mastering technology will make learning more interesting to students, so students will participate in learning how to use and interpret technology-based learning, to equip students in the next level of school (Buckingham, 2010).

COOPERATIF LEARNING TYPE (TWO STAY TWO STRAY)

Cooperative learning is one of the models that emphasizes learning in class as a group, students are required to cooperate in each learning and problem solving. According to (Slavin, 2015), Cooperative learning is learning that requires students to work in small groups to help each other in achieving learning goals. Although the method of cooperative learning is usually used at the level of secondary education, but it does not rule out the possibility of cooperative learning can be followed by elementary school students. Another definition of cooperative learning is according to Johnson (in (Chow et al., 2017), Cooperative learning as instructional use of small groups, ie students work together to maximize their own learning with each other.

Johnson, and Johnson (in (Chow et al., 2017) describes five elements that must be included in cooperative learning, namely: positive interdependence, individual accountability, interface promotive interaction, social and interpersonal skills, and group skills. The focus of the

discussion this time is about *cooperative learning* TSTS type (*Two Stay Two Stray*) or exchange partners. In (Rahman, 2017) There are five steps in the pair exchange learning model, namely :

1. Students get a partner (the teacher designates a student pair or the student designates a partner);
2. The teacher gives assignments and students work on assignments with their partners;
3. After completing the assignment each pair of students joins one other pair;
4. The two pairs exchange pairs, each new partner asking and confirming their answers;
5. New findings obtained from the exchange were then shared with the original partner.

DISCUSSION

WRITING PROCESS

Learning to write according to (Scott & Vitale, 2003) states that as a process, writing is a skill that can be understood and learned. Writing as a process implies that writing consists of several stages. These stages include stages prewriting, drafting, revising, editing and *publishing*.

A. prewriting

At this stage students are expected to be able to express their ideas that they want to write. Because the level of knowledge and experience of each student is different, sometimes it is difficult for students to find ideas in writing. Students' ideas are strongly influenced by students' level of knowledge and experience so the teacher's role is very important in choosing learning methods that will train students to easily find their ideas for writing. According to Tompkins (Suparti, 2008), activities at the prewriting stage include topic selection, thinking about goals, forms, and readers, as well as utilizing and organizing ideas.

B. Drafting

The next step in writing is concept writing. At this stage students try to write the ideas that they predetermined. Students are given the opportunity to freely write whatever they think so that it attracts readers. Students first ignore their worries in writing, such as in accordance with spelling, effective sentence, or whatever it is. At this stage students are truly given freedom in writing so that at least their ability in writing can be trained. According to Temple (in (Suparti, 2008) stated that at this stage of writing this draft was an uncertain or tentative activity so that improvements were still possible. The writing of the first draft will be continued and changed with the writing of the second draft and so on. The writing of the draft will develop depending on the experience and the results of the writer's reflection.

C. Revising

During the refinement stage, the authors in this case students filter ideas in their writing. Students usually end the writing process as soon as they end and complete a rough draft. They believe that their writing is complete. Revision is not a refinement of writing but rather meets the needs of readers by adding, replacing, removing, and rearranging writing material. The word revision means looking back, at this stage the writer can see his writing again with classmates and teachers who help them. Activities in this stage include (1) rereading the rough draft, (2) perfecting the rough draft in the writing process, and (3) improving the parts that get feedback from the writing group.

D. Editing

The most effective way to teach mechanical skills is at the editing stage. When writing editing is perfected through reading activities, students are more interested in using mechanical skills correctly because they can communicate effectively. Activities at this stage include (1) distance from writing, (2) correcting early by marking errors, and (3) correcting errors.

E. Publishing

This stage is the end of the writing process, students publish their writing and perfect it by reading the opinions and comments given by friends or other students, parents and their communities as writers. At the publication stage, students publish their writing through their student assignments to read the essays in front of the class.

MEDIA PLANING

The word media is taken from the word *medius* which means middle, intermediary or introduction. Based on these definitions, it can be interpreted that learning media is an intermediary in learning activities. Because elementary school students tend to think concretely, so it is very difficult when students are faced with abstract material. Then the role of the media is very important which makes something abstract for students to be contrasted (Rahman, 2018f). Media as an intermediary between students and science, makes teachers must be able to maximize learning media that are constantly developing following technological developments.

According to Gange and Briggs (in (Arsyad, 2011), Implicit learning media include tools that are physically used to convey the contents of learning material, which consists of books, tapes, tape recorders, video cameras, films, video recorders, slides (pictures), photos, graphics, pictures, television and computers.

In (Setiawan, 2014) nowadays the development of technology has been very advanced. With this development certainly affects also in the world of education. No exception to all devices used in learning, including learning media. Because students are required to be able to adjust to the times, the teaching material must also change according to student needs. The learning media used are intended so that students get a memorable learning experience (meaningful) so that teaching material is not only understood and remembered by students, but is also well understood and applied.

According to Sudjana (2016) in (Rahman, 2018d), learning experiences can be divided into two parts including direct learning experiences and indirect learning experiences. Direct learning is a learning process in which students interact directly with learning resources or objects learned, meaning that there is direct contact with what is learned. For example, students learn about plants, so students can directly touch these plants. Next is the indirect learning process ie student activities cannot relate or make direct contact with the learning source or object to be learned. For example students learn about the solar system, it is not possible for students to go to space to study the solar system, so to enable students to learn about the solar system is to use learning media. The learning media can be in the form of a globe that describes the location of the solar system or the teacher can use Virtual Reality so students can feel how the atmosphere is in space.

Meanwhile, the learning media that is applied to Indonesian language learning is in the form of interactive applications that are expected to help teachers and students create enjoyable learning. The application was created by the authors themselves using Microsoft Office Power Point programs that are designed in such a way that it becomes an application called "*Gemar Menulis*". This application can only be used in Indonesian language learning in writing instructions. In this application it has been integrated with the write and move model so that the teacher only needs to instruct students to follow each of the steps in the application, also accompany students if there are students who do not understand how to operate the application

WRITE AND MOVE MODEL

The write and move model is a model developed by researchers which is a modified model of the syntax of the cooperative learning model and the writing process method. With the advantages of cooperative learning models, which can develop students' potential in groups, so students can collaborate with classmates to solve problems in class learning. Then the writing process that guides students in writing from prewriting to publication as described earlier, so this method is very suitable for elementary school students to learn to be a good and right writer, because in the process there are steps for revision and editing allowing students to get used to write. The syntax of write and move learners is as follows:

A. *Read and Prewriting*

At this stage the teacher begins by dividing students into groups of four in each group, then asking students to pay attention to the teacher in delivering the subject matter and the objectives to be achieved. After that ask students to pay attention to learning resources that can be in the form of text, video, etc., until finally asking to note the important things from these learning resources that can be keywords for students to write.

B. Write and Drafting

After students write the important things from the learning source, the next step students write the development sentences of the keywords that have been written before, the teacher frees students to write even though there are still many mistakes in writing sentences.

C. Discuss and Revising

at this stage after students have written drafts, continue to discuss to begin to improve student drafts by paying attention to the suitability of the sentence with the objectives to be achieved and what type of writing students want to write.

D. Move (in and out group) and Editing

Each group divides its members into two parts, two people to be used as living members and two other members as guest members. The remaining members are assigned to settle in the initial group and receive guest members from other groups to discuss, while the guest members are tasked to leave the original group by bringing their writings to be discussed with the remaining members of the other groups. At this stage students discuss with each other and refine their writing more carefully ensuring the use of good and correct spelling, such as capital letters, punctuation, etc..

CONCLUSION

Literacy ability is the ability to define and interpret information. There are several types of literacy including basic literacy, numeracy literacy, scientific literacy, financial literacy, cultural literacy, and digital literacy.

Basic literacy is a person's ability to read and write, while digital literacy is a person's ability to be able to utilize and interpret every technological development as well as being able to sort out and choose what is good and which is not good so it is wise in its use.

Cooperative learning is learning that emphasizes student cooperation in small groups, so students can work together in solving problems that the teacher provides. There are several types of cooperative learning, one of which is learning TSTS (two stay two stray). The writing process is the stages of writing starting from prewriting, drafting, revising, editing and publishing.

The write and move learning model is a modified learning model combining the type of TSTS (two stay two stray) cooperative learning model with writing or writing process skills, and computer media. So that it is deemed sufficient to provide and familiarize students with the language and digital literacy.

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